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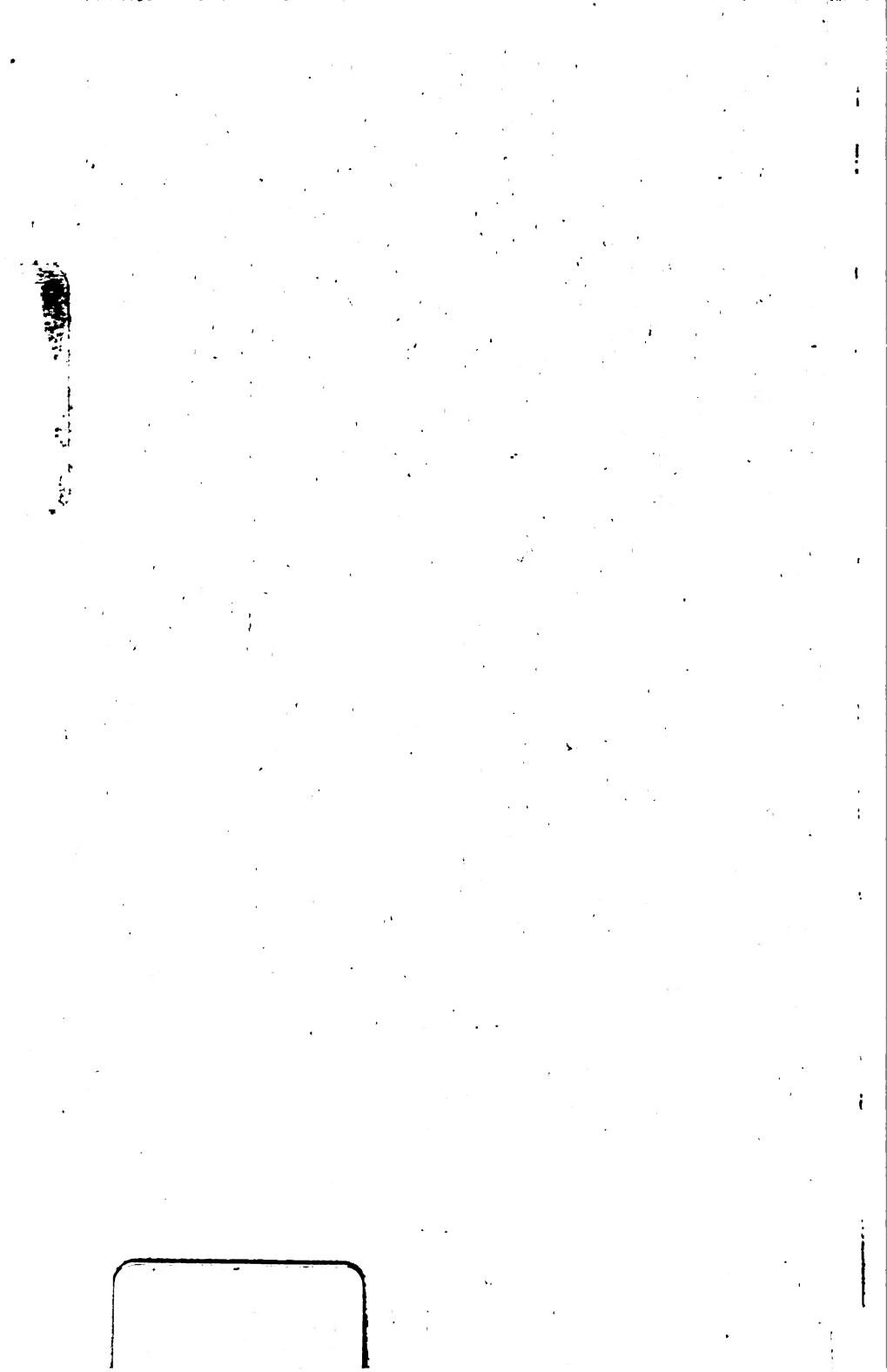
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NINETEEN HUNDRE







# PUBLIC SCHOOL

DOVER, NEW HAMPSHIRE

NINETEEN HUNDRED AND SIX





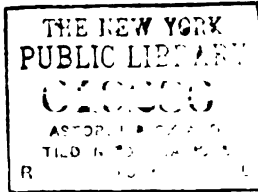
THIRTY-SEVENTH ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF DOVER, N. H.,  
FOR THE  
YEAR ENDING DECEMBER 31, 1906.



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DOVER, N. H.:  
H. E. HODGDON, PRINTER.  
1907.





DOVER, N. H., January 10, 1907.

TO THE CITY COUNCILS OF THE CITY OF DOVER.—

By vote of the School Committee of the city of Dover, I have the honor to communicate to you the annual report of said committee to the city, adopted January 7, 1907, as prescribed by section 12, chapter 92, of the public statutes of the state of New Hampshire, of which report the reports of the superintendent of schools, the committee on finance and claims, the principal of the high school, the music teacher, the drawing teacher, and the truant officer, also herewith presented, were, by vote of the School Committee made a part.

Respectfully submitted,

JAMES H. SOUTHWICK,

Secretary.

NOV 13 1907  
CLERK  
V. A. BELL

# ANNUAL REPORT

## OF

### THE SCHOOL COMMITTEE

#### FOR THE YEAR 1906.

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In accordance with the laws of the state of New Hampshire, the School Committee of the city of Dover, presents its report for the year 1906, it being the thirty-seventh in the series of reports of the city district.

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#### THE SCHOOL COMMITTEE, 1906.

Members.		Term expires.
George J. Foster,	Ward 1.....	Jan. 1908.
Charles E. Wendell,	" 1.....	Jan. 1907.
Mrs. Edna F. Rines,	" 2 .....	Jan. 1908.
Mrs. Ellen T. Scales,	" 2.....	Jan. 1907.
George E. Buzzell,	" 3.....	Jan. 1908.
Charles A. Fairbanks,	" 3.....	Jan. 1907.
Allen P. Richmond, Jr.,	" 4.....	Jan. 1908.
John E. Anthes,	" 4.....	Jan. 1907.
James N. Whelan,	" 5.....	Jan. 1908.
Andrew Killoren,	" 5.....	Jan. 1907.

#### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1.....	Jan. 1907.
James H. Southwick,	" 2.....	Jan. 1908.
Henry E. Shattuck,	" 3.....	Jan. 1907.
George E. Hall,	" 4.....	Jan. 1908.
John H. Wesley,	" 5.....	Jan. 1907.

Annual meeting—The second Wednesday in January,  
at 11 o'clock, A. M.

Stated meetings—The second Thursday of each  
month, at half-past seven o'clock, P. M.

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### ORGANIZATION FOR 1906.

---

Chairman,  
GEORGE J. FOSTER,  
4 Hough Street.

---

Secretary,  
JAMES H. SOUTHWICK,  
665 Central Avenue.

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### SUB-COMMITTEES.

Qualifications of teachers—Foster, (ex-officio), Hall,  
Buzzell, Mrs. Scales, Mrs. Rines, Richmond.

Finance and claims—Fairbanks, Southwick, Wendell,  
Anthes, Foster.

Text-books—Hall, Southwick, Fairbanks, McDuffee,  
Buzzell.

Music and drawing—Shattuck, Anthes, Southwick,  
Mrs. Scales, Mrs. Rines.

Health—Richmond, Killoren, Shattuck, Anthes,  
Wesley.

High school—Foster, (ex-officio), Hall, Fairbanks,  
Wendell, Anthes, Killoren.

Grammar schools—McDuffee, Fairbanks, Hall, Buzzell, Wendell.

Primary schools—Buzzell, Mrs. Scales, Killoren, Shattuck, Mrs. Rines.

Ungraded schools—Wendell, McDuffee, Mrs. Scales, Richmond, Whelan.

Evening schools—Killoren, Southwick, Shattuck, Mrs. Rines, Whelan.

Private schools—Wesley, Wendell, Richmond.

Truancy—Whelan, Anthes, Buzzell.

Auditors—McDuffee, Shattuck.

---

Superintendent of Schools,

AUSTIN H. KEYES, PH. D.,

Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

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Treasurer,

WILLIAM K. CHADWICK,

Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

---

Truant Officer,

VALMORE H. CAVERLY,

Residence, 17 Kirkland Street,

Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

## THE SCHOOL COMMITTEE, 1907.

Members.		Term expires.
George J. Foster,	Ward 1.....	Jan. 1908.
Charles E. Wendell,	" 1.....	Jan. 1909.
Mrs. Edna F. Rines,	" 2.....	Jan. 1908.
Mrs. Ellen T. Scales,	" 2.....	Jan. 1909.
George E. Buzzell,	" 3.....	Jan. 1908.
Charles A. Fairbanks,	" 3.....	Jan. 1909.
Allen P. Richmond, Jr.,	" 4.....	Jan. 1908.
John E. Anthes,	" 4.....	Jan. 1909.
James N. Whelan,	" 5.....	Jan. 1908.
Andrew Killoren,	" 5.....	Jan. 1909.

### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1.....	Jan. 1909.
James H. Southwick,	" 2.....	Jan. 1908.
Henry E. Shattuck,	" 3.....	Jan. 1909.
George E. Hall,	" 4.....	Jan. 1908.
James F. Dennis,	" 5.....	Jan. 1909.

---

Annual meeting—The second Wednesday in January,  
at 11 o'clock, A. M.

Stated meetings—The second Thursday of each month,  
at half-past seven o'clock, P. M.

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### ORGANIZATION FOR 1907.

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Chairman,  
GEORGE J. FOSTER,  
4 Hough Street.

---

Secretary,  
JAMES H. SOUTHWICK,  
665 Central Avenue.

## SUB-COMMITTEES.

Qualifications of teachers—Foster, (ex-officio), Hall, Mrs. Rines, Buzzell, Mrs. Scales, Richmond.

Finance and claims—Fairbanks, Southwick, Wendell, Anthes, Foster.

Text-books—Hall, Southwick, Fairbanks, McDuffee, Buzzell.

Music and Drawing—Anthes, Shattuck, Southwick, Mrs. Scales, Mrs. Rines.

Health—Richmond, Killoren, Shattuck, Anthes, Dennis.

High school—Foster, (ex-officio), Hall, Fairbanks, Wendell, Anthes, Killoren.

Grammar schools—McDuffee, Fairbanks, Hall, Buzzell, Wendell.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Ungraded schools—Wendell, McDuffee, Mrs. Scales, Richmond, Dennis.

Evening school—Killoren, Shattuck, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Wendell, Richmond.

Truancy—Dennis, Anthes, Buzzell.

Auditors—McDuffee, Shattuck.

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Superintendent of Schools,

AUSTIN H. KEYES, PH. D.,

Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

**Treasurer,**  
**WILLIAM K. CHADWICK,**  
**Office, City Building.**

**Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.**

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**Truant Officer,**  
**VALMORE H. CAVERLY,**  
**Residence, 17 Kirkland Street,**  
**Office, City Building.**

**Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.**

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**CALENDAR ADOPTED JUNE, 1906,**  
**FOR THE YEAR 1906-1907.**

**All schools open September 10, 1906, for fourteen weeks to Decemuer 14, 1906.**

**Vacation two weeks.**

**All schools open December 31, 1906, for thirteen weeks to March 29, 1907.**

**Vacation one week.**

**All schools open April 8, 1907. High, eleven weeks to June 21, 1907; other schools, ten weeks to June 14, 1907.**

## **REPORT OF CHAIRMAN.**

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### **TO THE SCHOOL COMMITTEE:—**

In closing my fourth year as chairman of the Committee I wish to express my appreciation to the members of the Board for their uniform courtesy at all times and for their generous support and aid in the discharge of the duties of the office. Many questions of importance in the educational progress of our schools have been met and solved in the light of a broad intelligence during this period and to-day our schools are doing a greater work than ever before in the education of the youth of our city and in the up-building of character. No backward step has been taken or contemplated and, while there have been honest differences of opinion at times on the methods employed to reach the ends sought for, the results attained have been none the less gratifying. This board labors continuously for advancement, for higher and better things in the school room, to the end that our young people may be fitted to go out into the world well armored for the battle of life. The greater part of this advancement has been due to our ever alert and able superintendent, aided by the intelligent cooperation of an efficient corps of teachers, who labor early and late to bring forth the latent talent of their pupils. Without this intelligent cooperation aided by the deliberative judgment of this committee, our schools could not have advanced to the high plane they now occupy. May the ambition of every member of the committee be stimulated to still further efforts in this direction.

The new high school building has been in use over a



year and has been found admirably suited for our needs. The school has an enrollment of 230 pupils, the largest in its history, at this time of the year, and the excellence of the work is attested by the high standing of the graduates in the colleges and the large number of pupils from out of town, who seek advanced instruction here. Changes in the teaching force in this school are rather of two frequent occurrence for the very best results, but they are not changes as a rule made by the committee on account of teachers not being up to the standard. Rather the teachers are drafted from us by the school authorities of Massachusetts, who know where to come when seeking teachers of ability for special work. The building is now occupied by three grammar grades on account of lack of accommodations elsewhere. Should the attendance in the high school increase materially within the next two or three years, it will be necessary to provide quarters for these grammar pupils either by an addition to the Belknap school or the construction of a new building centrally located. The close connection of the public library with the high school has been found to be of advantage to the pupils, many of whom consult the reference books almost daily. I think it a happy circumstance that these buildings are contiguous, making it so convenient for the school pupils to seek the aid the library affords.

The evening school has become quite a factor in the educational life of our city. The attendance is large and increases from year to year, owing to the great increase in the foreign-born population of our city. The school is doing a good work in teaching the rudiments of an English education to the young men of foreign birth, who otherwise might not acquire much knowledge of our language without which they would be unfitted for American citizenship.

For details of administration, statistical information

of value, and other matters pertaining to our schools, I would refer you to the able report of Supt. Keyes.

The report of the Finance Committee will also be of interest, showing revenue and disbursements for the year.

Respectfully submitted,

Geo. J. Foster,

Chairman.

# ANNUAL REPORT

## OF THE

### COMMITTEE ON FINANCE AND CLAIMS.

---

#### TO THE SCHOOL COMMITTEE:—

The committee on finance and claims makes the following report as to the receipts and expenditures of the board during the year ending 1906.

The resources of the committee, apart from the special appropriation for evening school and text-books were as follows:

#### RESOURCES.

Balance from 1905.....	\$368 60
Appropriation by law .....	31,560 00
Appropriation in addition.....	2,120 00
Tuition from non-resident pupils.....	1,654 00
From dog licenses .....	1,689 90
Literary fund from state treasurer.....	932 69
From library for janitor and coal.....	800 00
	<hr/>
	\$39,125 19

#### EXPENDITURES.

Expended.....	\$38,915 35
Balance to new account.....	209 84

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#### GENERAL EXPENSE ACCOUNT SUB-DIVIDED.

Fuel .....	\$3,050 29
Cleaning schoolhouses.....	141 37

Salaries.....	\$29,950 20
Care of rooms .....	2,484 72
Books, printing, and stationery.....	376 99
Transportation .....	1,945 00
Miscellaneous.....	966 78
	<hr/>
	\$38,915 35

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### SPECIALS.

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#### TEXT-BOOKS AND SUPPLIES.

Balance from 1905.....	\$ 41
Appropriation for 1906.....	1,900 00
Sale of books.....	26 60
	<hr/>
	\$1,927 01
Expended, 1906.....	1,911 44
	<hr/>
Surplus .....	\$ 15 57

#### EVENING SCHOOL.

Balance from 1906.....	\$161 12
Appropriation for 1906 .....	600 00
	<hr/>
	\$761 12
Expended.....	627 98
	<hr/>
Surplus.....	\$133 14

## BALANCES.

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SURPLUS.

General appropriation.....	\$209 84
Text-books and supplies.....	15 57
Evening school.....	133 14
	<hr/>
Balance December 31, 1906 .....	\$358 55

Respectfully submitted,

CHAS. A. FAIRBANKS,

J. H. SOUTHWICK,

CHAS. E. WENDELL,

J. E. ANTHERS,

GEO. J. FOSTER,

Committee on Finance and Claims.

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REPORT OF AUDITORS.

We, the undersigned, have examined the books, papers, and accounts of Wm. K. Chadwick, treasurer of the School Committee, and find them correctly kept, rightly cast and vouched for, and that the sum of \$358.55 remains in the hands of the treasurer, which we find to be on deposit in the Strafford National bank.

We have also examined the receipted bills in the hands of the secretary, and find them to be properly approved by the committee on finance and claims, receipted in full, and to correspond with the orders on the treasurer drawn therefor.

GEO. D. McDUFFEE,

HENRY E. SHATTUCK,

Auditors.

Dover, N. H., December 31, 1906.

## ESTIMATES FOR 1907.

## TO THE SCHOOL COMMITTEE:—

The committee on finance and claims, having carefully considered the necessities of the schools for the year 1907, reports as follows:—

## GENERAL APPROPRIATION.

Fuel .....	\$3,100 00	
Care of rooms and cleaning..	2,800 00	
Salaries.....	29,400 00	
Books, printing, stationery...	500 00	
Transportation .....	2,000 00	
Miscellaneous.....	1,000 00	
		<hr/>
		\$38,800 00

## RESOURCES (Estimated.)

Literary fund from state treasurer.....	\$800 00	
Tuition .....	1,650 00	
Dog licenses.....	1,600 00	
Library for janitor and fuel...	800 00	
Surplus from 1906.....	209 84	
		<hr/>
		\$5,059 84
Needed from city by appropriation.....		<hr/>
		\$33,740 16

## TEXT-BOOKS.

Estimated cost of text-books and supplies.	\$1,900 00
--	------------

## EVENING SCHOOL.

An appropriation for evening school of....	\$700 00
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# **APPROPRIATIONS FOR 1907.**

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## **TO BE EXPENDED BY THE SCHOOL COMMITTEE.**

For school purposes as required by law....	\$31,560 00
In excess of required sum.....	190 00
Text-books and supplies.....	1,900 00
Evening school.....	600 00

## **TO BE EXPENDED BY THE CITY CONNCILS.**

Repairs of schoolhouses.....	\$1,800 00
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**ANNUAL REPORT**  
**OF THE**  
**SUPERINTENDENT OF SCHOOLS.**

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**TO THE SCHOOL COMMITTEE OF THE SCHOOL DISTRICT  
OF THE CITY OF DOVER:—**

I have the honor to submit my third annual report, being the twenty-eighth in a series of similar reports.

Statistics concerning the enrollment of pupils, the attendance, etc., based on the school year from Sept. 1st. 1905, to June 30th, 1906, and the financial statistics based on the fiscal year, are incorporated in this report under their proper headings.

**THE WORK OF THE SCHOOLS.**

This year has been a period of closer articulation of the work of the schools and for this reason more work has been done.

There is some feeling among parents and others that have the welfare of children at heart that the children have too much to do to complete the work of our school system in the time allotted, and that there should be some curtailment of the amount required. It is true that our present high school course is equivalent in the major part to the college course of two generations ago; it is true that the colleges have kept requiring more and more of the high schools and the high schools in turn have asked for greater preparation from the grammar school graduates, until the limit of endurance has nearly been reached.

On the other hand the closer articulation of grade with grade so that each teacher can take up the work



where the previous teacher stopped, the broader training and the greater earnestness and efficiency of our teachers resulting in making every moment in the schoolroom count for education,—these two factors have made it possible that a larger education can be obtained in a shorter time. Care must be taken under the stress and pressure that we do not run our educational train beyond the safety limit of speed and wreck the lives of the passengers upon the rocks of shattered nerves and chronic disease. Good health and vigor are more valuable than the best of education secured at the expense of the loss of these. Half the trouble and half the crime of the world are caused by disease, and it is better for a young man or young woman to enter business life with a moderate education and with the buoyancy of good health than to have the profound education of a Milton or a Macaulay weighted with a dyspeptic stomach and trembling nerves. To keep the physical frame in condition, growing boys and girls should not be subjected to long study hours at home. They need a large amount of time out of school for sleep, recreation, and manual labor; therefore, the major part of the school work below the high school should be done in the school-room and the children should not feel a heavy responsibility of study resting upon them when they reach their homes.

Our course of study in the grades is now broad enough in the mental activity required, if it is to be covered with thoroughness in the allotted time. To a conservative mind the only addition that could now be made with advantage to our system is manual arts in some phase or phases.

In olden times the boys and girls were brought up on the farm and there learned nearly all kinds of manual labor. It was an education most devoutly to be desired, since the young people went out from such homes with

the ability to use their hands in the rudiments of many trades, and with a feeling that all honest labor is honorable. Now the majority of the boys and the girls live in cities where there are no farms and workshops at home and, while they study books as well and play ball much better than the preceding generation, yet they are losing one side of education, the training of the hand for productive labor. Our system of education will have to take up this work. Already the state of Massachusetts has compelled the cities of medium and larger size to give instruction in manual arts in the public schools. It seems to be almost a duty for the centers of population to give such instructions that our young men and women may acquire skill of hand and correct views in regard to manual labor. There is too much of a feeling among the youth of the better class in our cities that hand and muscular labor is beneath them and they must seek lighter and cleaner and more fastidious employments. It is the duty of our schools to teach that all honest labor is honorable and to dignify such labor in every possible way. To my mind the next improvement in our school system should be the gradual introduction of manual instruction in our public schools. This should be done as soon as funds permit and opportunity presents itself.

#### TEACHERS' SALARIES.

There seems to be a general movement in all parts of this country towards larger salaries for teachers, and it is a movement that ought to be commended by every thoughtful citizen.

Parents and all other good citizens want the children trained by the best minds and characters of this nation and we cannot expect such characters to enter the teacher's profession, unless the compensation is equal to that of other professions. The salaries of teachers have al-

ways been very low. This has been partly due to the fact that the general public believed that any one could teach school and that there was no need of special preparation for the work, and many a high school graduate and even those with less education have taken up the work with this conception. Gradually this idea has changed and in its place has grown the ideal that all teachers should be well trained either by study or experience, and that the teaching force should be composed of the very best metal in ability and character. With this ideal there has not grown at the same time a corresponding ideal in regard to salaries.

Nearly all of the trades and mechanical pursuits have kept demanding larger pay and shorter hours, until, because of their importunity and their combined strength, and because of the nation's prosperity, they have secured them. They forgot that increase of pay is always followed by higher prices for the necessities and the luxuries of life and their money goes but little, if any, farther than before. The natural result of this increase of pay in nearly all mechanical and professional pursuits has followed in this case, and the cost of living has increased in nearly the same proportion as salaries have increased. Therefore the teacher with small or no increase of salary is not so well off as when the cost of living was at the minimum.

In addition, much more is required of the teacher than in former times. She is expected to attend educational meetings and conventions, to take educational papers and magazines, and to buy educational books. Besides, she ought to attend summer schools, she ought to travel, she ought to dress with good taste. All these cost money and no teacher can live up to this ideal on the paltry salary paid in many cases.

Again, the teacher who makes her profession her life business must provide ways and means to support her-

seif in her old age, or in other words she must save a little from her salary each year. Very few cities are willing to pension their teachers in old age and it seems to be a better plan to pay them a just compensation while in service and let them save enough from their yearly salary to meet their needs when brain and body refuse to work. This plan is necessary for the best interests of our school system for this reason that no teacher can do her best work when she sees only poverty or dependence for her old age.

There is yet another consideration that ought to have weight. Suppose a good teacher has served many years in a school system, and now in her old age her powers are waning and she cannot teach as in former days, could a school committee with justice ask her to resign, if they had paid her barely living wage during these years of service? Justice demands that the city pension her or allow her to teach as long as she desires.

In view of all these facts it behooves school committees to pay as large salaries to their teachers as they can, that the teachers may be happy and contented, that they may receive just compensation for their labors and have sufficient to support them in old age. But above all, good salaries ought to be paid for the children's sake in order that they may have as teachers the best talent and the best character this country can supply. No work is so great as training children, and no characters too noble for such work.

On the other hand, committees are obliged to consider the size of their appropriations and economize in many ways that they may not exceed them. On an average about one-fifth of the public money goes to support the public schools. With the many departments that a city has to support the public schools certainly receive a fair allotment. Nearly all of the cities have a high tax rate and feel that a higher rate would be detrimental to

the business interests. Therefore, to prevent incurring heavy debt upon the municipalities there is need of carefulness in expenditures. Since it is not possible to make much larger appropriations for schools, retrenchment ought to come in school equipments and buildings and teachers' salaries be made larger.

The school committee have done a very wise thing this year in adding another year to the graded salary list for the grade teachers and in making the salary for that year \$500. This has benefited about thirty teachers. The money necessary to make this addition was saved by a judicious readjustment of the schools so that no larger appropriation was needed. It is to be hoped that some more changes can be made in the future that another year can be added to the graded salary list.

#### TEACHERS.

About thirty of our grade teachers have had over six years' experience in teaching and many of them have had fifteen to twenty years' experience. The city is fortunate in this fact. We do not discount normal training but we value more highly many years of teaching coupled with reading and study at home. Another distinct advantage is that our teaching force in the main enter the work for a life business, and each one feels an individual responsibility in the training of the children that pass through her room, since they are to become the future citizens of her native city.

Again there is a wholesome rivalry among the teachers to keep their schools up to a good standard and to do as good work as any other teacher. The results of such teaching have been very good. The education of our children appears to be as strong as in any part of New England. It is part of my duty to examine children who have moved to our city from towns and cities in this and other states, that I may place them in the

proper grades in our schools. It is very rare that a child from another city can enter the same grade in Dover that he was in his former school. He usually enters one grade below. This is not due to the fact that our schools are better than those of other places, but to the fact that courses of study vary and methods of teaching are different. While from these examinations we claim no superiority for our schools, we are satisfied, nevertheless, that they rank in educational power with the good schools of New England.

#### TEACHERS' RESIGNATIONS.

Since the last report there have been eleven teachers' resignations, an unusually large number, due in part to better salaries in Massachusetts and in part to Cupid. We regret exceedingly the loss of Mr. Lee from the teaching force. He has been an able executive and a good teacher in the high school. He has infused into its arteries the pure blood of honor, loyalty, and study, and has brought the discipline of the school to a commendable standard. The loss of such a man is unavoidable, since we cannot compete in salaries with the cities of Massachusetts. An able and a strong principal of our high school can only be kept to that time when the cities on our South find it out. The committee have very wisely decided to keep the maximum salary of the principal at \$1800, since our finances will not permit a larger amount, and since this salary seems just in proportion to the salaries of the other teachers of the city. If the principal's salary were increased over \$1800, the salaries of all the teachers in justice ought to be increased in like proportion.

The list of resignations is as follows: I. Arthur Lee, Principal of the High school, Alice E. Fisher and Ethel B. Vickery, assistants in the High school, Frank E. Poland, Principal of Sawyer school, Annie C. Brier-

ly, grade V, Sawyer school, Adaline A. Gardner, grade VI, Sherman school, E. Gertrude Libby, grade I, Pierce school, Fannie E. Robinson, grade II, Varney school, Eleanor F. Toolin, grade III, Hale school, Alice C. Morang, Lower Neck school, Elizabeth G. Snell, grade V, Sawyer school, Mary T. Towle, Back River school.

To fill these vacancies there were elected the following teachers: Ernest W. Butterfield, Principal of the High school, Grace W. Hooper and Helen A. Meserve, assistants in the High school, William D. Davis, Principal of Sawyer school, Ida B. Hanson, Principal of Belknap school, Grace E. Lawrence, grade VIII, High school, Elizabeth G. Snell, grade V, Sawyer school, Florence V. Brewer, grade VI, Sherman school, Mary T. Towle, Back River school, (who resigned in June to return to her studies at Normal school), Florence Pendexter, Back River school, Ara R. Mason, Upper Neck school, Mabel A. Mathes, grades V-VI, Belknap school, Jennie S. Smith, grade I, Pierce school, Grace E. Winkley, grade II, Varney school, Marie L. Raino, Garrison Hill school, Grace E. Marden, grade III, Hale school, Gertrude O. Hobbs, Lower Neck school, Mabel A. Mathes, grade V, Sawyer school, and Edna A. Bicknell, grades V-VI, Belknap school.

#### TEACHERS' MEETINGS.

During the last school year I gave a course of lectures on the history of education. My plan this year is to finish up that course and then give a course of lectures on methods. These meetings are held each week on Wednesday afternoon at 4 o'clock. I have made two divisions of the teachers this year, the High school teachers in one division and all of the rest of the teachers in the other. In connection with these lectures there will be suggested a course of reading. My plan is to give a four years' course of professional training;

the first year, history of education; the second year, methods; the third year, pedagogy; the fourth year, psychology.

The subjects of the lectures this year are as follows:

**FOR THE GRADE TEACHERS.**

1. Reading in Primary Grades.
2. Reading in Grammar Grades.
3. Reading—Summary of Ideas and Aims.
4. Phonics.
5. Story Telling.
6. Composition Writing.
7. Arithmetic.
8. Spelling.
9. Penmanship.
10. Geography.
11. History and Civics.
12. The Batavia System.
13. Brownlee System of Child Training.
14. Politeness.
15. Types of Teachers.

**FOR THE HIGH SCHOOL TEACHERS.**

1. Science in the High School.
2. Algebra and Geometry.
3. History in the High School.
4. English and English Literature.
5. Composition Work in the High School.
6. College Entrance Requirements.
- 7-9. The Teaching of Modern Languages. (3 lectures.)
10. The Teaching of Ancient Languages.
11. The Batavia System in the High School.
12. Politeness.
13. The Ideal Teacher.
14. Results in Teaching.



## HIGH SCHOOL.

The High school is moving along with a good degree of success. Mr. Butterfield proves to be an able successor to Mr. Lee, and is carrying on his good work. There is one serious problem that the high school teachers must meet and solve, and that is, the heavy loss of numbers during the year and the summer vacation. Last year between forty and fifty pupils were lost from the school during the school year, and a larger number during the summer vacation. It is true that there are a few that get into the High school that are not able to do High school work; that some pupils are obliged to go to work before they complete the course; and that some are taken sick and cannot go on. These are reasonable excuses for leaving school. For all other classes of pupils the High school should be a necessity, and no pupil should leave because he is slow in his work or dull of comprehension. Even if he can learn but little, the High school is a better school for him than the streets. The High school teachers should study this problem and allow no pupil to leave the school except for good and sufficient reasons.

The number of tuition pupils has slightly increased over last year. The loss of tuition pupils during the last school year was eleven and some went out of the school by graduation at the end of the year. These losses have been made up by new pupils that entered this fall and a small gain has been made over last year. The number of these pupils for the present fall term is forty-four. Rollinsford and Durham will send us good classes next year and a careful canvass of the other adjacent towns will swell our number to probably over fifty. Our tuition receipts has more than doubled in three years, and is now over \$1600.

The piano placed in the High school hall last year was

paid for by a series of entertainments conducted by Principal Lee. The Horace K. Turner exhibition netted the school a good sum which will be expended for pictures for the school. The prize speaking contest was a very creditable piece of work. Each and every speaker should be commended for careful preparation and rendition. Miss Eva Stacey received the gold medal for excellence in oratory and Master Philip Flanders received honorable mention. The musical entertainment given by the school in the winter reflected much credit upon the instructor, Mr. French, and upon the participants. It is to be hoped that such an entertainment may be given each year.

The every day work of the school moves along quietly and progressively. Its history can not be told in words but will be shown in the lives of the pupils in future years.

For further information about the school I refer you to the report of the Principal.

#### GRAMMAR SCHOOLS.

Quite a number of beneficial changes have been made in the grammar schools. The Central Hall school has been closed and the children placed in one of the rooms of the Belknap school. By this move about \$250 has been saved for the school department. The eighth grade of the Belknap school has been transferred to the library in the High school. W. D. Davis has been transferred to the principalship of the Sawyer and Ida B. Hanson has been elected Principal of the Belknap school. Besides the saving of about \$600 by these changes in the grammar schools, there is a clear advantage in the closer connection of the schools of the eighth grade with the high school. Quite a large per cent of the grammar school graduates now go to the High school, and even a larger per cent will go, when

all of the eighth grade pupils are in the High school building and feel that the High school course is but the next step in education. There are now three rooms in the High school used for two eighth grades and a seventh grade. At some convenient time this seventh grade could be transferred to the Sawyer school and the eighth grade in Sawyer school could be sent to the High school to take its place. The disadvantage of this plan would be that quite a number of the pupils would have their walk to school increased by the distance between the Sawyer school and the High school; the advantages would be that all the eighth grade pupils would be in one building in close articulation with High school and High school interests, and would feel that they had not completed their school work, until they had finished the High school course.

The interesting graduation programs prepared by the teachers and the pupils of the eighth grade are a pleasing change from the formal graduation exercises at the Opera house in the years past. The simple exercises in the class-room are dainty, refreshing, and more in keeping with the age and maturity of the pupils. In the "Appendix" the programs are given in full and the list of graduates.

Another change that should be made is the abolishing of the grammar school receptions. These functions become the occasion for the display of dress and the aping of social customs that belong to maturer years. These receptions cost many a poor parent more than he can afford to pay for the dresses of his daughters. It is a needless waste of money. Our grammar school graduates are but boys and girls with all their love for play and fun. The majority of them do not dance, and so they have to sit in their "fine" clothes at these receptions and be wall flowers. It is a stiff and cheerless time for them watching a few of their classmates dance.

The real value of the reception should not be abolished, and that value is in the several classes of that grade becoming acquainted with one another and having a pleasant time together the afternoon after graduation. The ideal for such an occasion would be to have a picnic on that afternoon; let the children wear their ordinary school clothes and go to some park or grove and play games and lunch together. It would be far more enjoyable for the children and would preclude the wearing of expensive dresses. It may be well even to abolish the simple graduations in the class rooms and have the diplomas quietly given by the teacher on the last day at the end of recitations, so that there may be no occasion for dress parade at these exercises. Something ought to be done that the poor man's child may not feel that he is outclassed in any public school exercises by the display of dress, and more important still, something should be done that all the graduates may feel that they have not finished their education but have taken the step that brings them to the high school course, no more important than the seven other steps taken before, and their onward march is not to be stayed as far as the school system of this city is concerned until they have taken four steps more.

#### PRIMARY SCHOOLS.

The first grade schools are again filled to overflowing. There are six of these schools in the city and nearly all of them have 40—50 pupils each. It is a surprising fact that there are only four second grade schools, and yet these average but thirty-three pupils per school. The cause of this is found in the fact that a large number of first grade pupils are held back at the end of the school year, because of the irregular attendance of these pupils. During the winter term the attendance is not much more than one-half of the fall and spring terms.

We naturally expect more sickness among first-grade children than in the other grades; we know that they cannot stand the inclemency of the weather as the older children, yet we believe that a larger number can be promoted to the second grade with perseverance and especial effort. Our first grade teachers will endeavor to the best of their ability to keep the attendance normal in their rooms and to promote the main part of their classes at the end of the year. This will relieve the congestion in the first grades, and give the second grade schools numbers corresponding to the other schools.

The rule for entrance to the first grade has been slightly changed this fall. The time for entrance to this grade has now been extended to the last day of October. After that no pupil can enter the grade unless he can go into some existing class or is over seven years of age.

#### UNGRADED SCHOOLS.

The ungraded, or rather rural schools, for we have no ungraded schools at this time, are moving in the lines of progress.

Garrison Hill school has now become a primary school of the first three grades; all of the upper grades go to the city schools. It is now a very pleasant school of about thirty pupils where work can be done of the same character as in the primary schools of the city.

The Upper Neck and the Lower Neck schools are comparatively small, between thirteen and fifteen pupils, and are ideal rural schools. The number of grades in each are small and the schools are well graded. The Upper Neck school lies favorable for transportation and it will be a question for the committee to answer in the future, whether it would not be better to close the school

and transport the children to the city schools. About \$200 would be saved each year by this plan.

The Back River school with twenty-two children presents the serious problem with six grades and several divisions of the first grade. There are so many classes that the teacher cannot get sufficient time for each class. The district is so far from the city that it is a difficult matter for the children to walk to the city, and the children are scattered over so large a territory and live on so many different roads, it would be impossible to transport them. I have tried to get the upper grades to go to the city schools, and all but one of the seventh grade did so. He lived so far away from the city that it did not seem wise for him to try it. There is no sixth grade in the school. Two of the fifth grade pupils came to the city schools at the beginning of the fall term, but as all of the fifth grade could not come and thus relieve the teacher of this grade, and as the fifth grade schools in the city were very full, it seemed best to send them back to the Back River school. If it were possible, this school ought to be made a primary school and the grammar grades be sent to the city. It could then become a strong school with sufficient time for good work. With the present conditions this change does not seem advisable.

#### EVENING SCHOOL.

There is no part of our school system that is more valuable to the city than the evening school. There the younger portion of our foreign population are being taught to read and write our language, and to do simple work in arithmetic. They are receiving education so that they may become citizens and be an integral part of our cosmopolitan people. It is a great work to receive the flood of foreigners that pour in upon our shores and gradually transform them into Ameri-

can citizens. The evening school is an important factor in this work.

In our evening school there is quite a large class of Greeks that speak but very little English. It was our good fortune last year to secure the services of Mr. Bennett, a native Greek, to teach the class. Mr. Bennett speaking the modern Greek and using the English language with ease was able to teach this non-English speaking class much better than an American teacher. This year we have secured the services of Mr. Daeris who will be equally good for this work.

The Committee on Evening schools have thought it wise to have a principal of the school who shall devote his time to the executive work and shall look out for the attendance and discipline that the school may be kept up to the greatest efficiency; they have also thought it wise to make the class for each teacher small, since a large part of the teaching must be individual work and each individual of the class should receive enough instruction to keep up his interest and make him feel that he is getting the very best results from his school. There should not be more than fifteen pupils per teacher. This means a larger number of teachers but it also means a good school. It is not profitable to run the school more than fourteen weeks on account of the lack of interest and attendance after such a term. The appropriation received is sufficient to run a school of this excellent character for that length of time.

The room in the city building is superior for the school and the furnishings are sufficient and comfortable. Never has the school been so well housed before.

#### MUSIC.

The third book of the Educational Music Course was introduced in the sixth grade this year, and the fourth book will go into the seventh grade next year. The

music in the grades is steadily progressing. Much better tones and sweeter melody are being secured. A knowledge of the theory is being acquired in an elementary way in the grades.

In the High school beside the chorus practice there are now two classes studying the theory of music with good results. We now feel that we have a properly graded course extending from the first primary through the high school.

Mr. French still continues his work with the rural schools and visits them twice a term.

His report is given under "The Reports," and his time schedule in the "Appendix."

#### DRAWING.

The teacher of drawing is studying her course and trying to improve her work each year. She has now four good classes in the High school doing elective work.

It would be well each year to have an exhibition of the drawing in the public schools. These displays should be kept so that comparisons may be made from year to year.

The report of the teacher is given under "The Reports" and the schedule of her time in the "Appendix."

#### JANITORS.

The work of the janitors is done as well as their time will permit. As I said in my last report I believe the janitors on the north side and the south side of the city should receive some assistance in sweeping their buildings. If cleanliness is next to Godliness, some of our school buildings are far from the kingdom of heaven, especially in the muddy season. The buildings ought to be swept at least twice a week and in rainy weather three times a week. This is necessary for the health of



the children and for teaching them cleanliness and good order. The expense would not be heavy for the additional sweeping required. This problem is now being worked out by the Finance committee under my direction. The rooms are being kept clean at a very small expense. The Principal of each building employs one of the larger boys to do the needed sweeping and dusting at ten cents an hour, and the rooms look well.

The janitors in the rural schools have received extremely small pay for their services in the past. By the action of the Finance committee last winter they are now receiving fifty cents a week or \$18.50 a year for their services, which is more satisfactory to them.

#### SUBSTITUTES.

The pay for substitutes has been in the past one dollar a day for the first four week's service and \$1.35 per day thereafter. This small pay has precluded our getting strong teachers for substitutes, and in fact during the last year of getting any substitutes that would be willing to serve for any length of time. They did it for a favor, and in some cases they felt no great responsibility in carrying on the class work. The situation came to this point that it was about as well to close the school when the teacher had to be out.

The committee have very wisely raised the pay of substitutes this fall. They are now to receive \$1.50—\$2.00 per day at the discretion of the Superintendent. Under this rule I have been able to get good substitutes and the work in the rooms under their care has gone on satisfactorily.

#### SCHOOL BUILDINGS.

The school buildings have received excellent care this year. Chairman Goodwin and his colleagues of the Repair Committee of the City Councils have looked

after the buildings very carefully. They have renovated the Sherman school, laying new floors and painting the walls; they have placed new steel ceilings in the Belknap and Welch schools; they have painted the Lower Neck school inside and outside; they have made the needed repairs in the Garrison Hill school, and many other repairs in all of the school buildings, keeping them all in good condition in the city.

The Back River school building should receive their attention next year, and the blackboards throughout the city. A better preparation should be used for the blackboards, giving a smoother surface so that they may be erased easily and kept clean.

For the good of the children a set of desks should be purchased each year for one room. By this method the desks could be renewed once in thirty-five years, which is as long as a desk should be used.

I would advise also the purchase of kindergarten chairs for the use of the first grade children in recitations.

Much credit is due to the Repair Committee for the work they have done and the readiness with which they have made the minor repairs.

#### CONTAGIOUS DISEASES.

A wave of measles and whooping cough passes over our schools about so often, and there seems to be no way to prevent it. Fortunately these two diseases have caused but little serious trouble among the children except to keep them from school and put them back in their studies.

Scarlet fever and diphtheria have occurred but very little in our schools. There have been a few cases but the board of health have taken the utmost precaution to prevent these diseases spreading. The Hale school

was closed for a short time on account of diphtheria in the second grade.

On the whole our schools have been remarkably free from contagious diseases, especially of the dangerous and fatal kind.

#### EXAMINATION OF THE EYES.

The teachers have again tested the children's eyes this fall and one hundred ninety (190) have been found to have abnormal sight. These cases have been reported to the parents by the teachers and many of these children are being fitted with glasses.

It is an important part of our duty to care for the eyesight of our children, and, if even a half or a quarter of these children are benefited by this test and are properly fitted with glasses, it is a great work done.

#### EXAMINATION OF THE HEARING.

The teachers are now examining the hearing of the pupils. The time for this purpose is not taken from the school hours, but the work is done at recess or before or after school. So far as the examination has extended the hearing of the children seems to be very good and there are but few deaf children.

#### RESULTS IN TEACHING.

In my last report I spoke of the results in teaching and standards of good work being established. I am continuing this plan and feel that we have established a fair standard for good penmanship in the last report. I shall make some minor changes in that standard this year.

I expect before the end of the year to set standards for spelling and arithmetic. These standards will have

to be somewhat elastic, but will be what the majority of the pupils can do in each grade.

In spelling it will mean the mastery of a certain number of words for each grade, in arithmetic it will mean the knowledge of the processes and the power to do exact work in certain portions of arithmetic for each grade. Standards will be set for other subjects as soon as it can be determined how much work ought to be done each year.

It is not my purpose to make our schools mechanical and treadmills of labor, but to determine what we ought to do when children work with interest and good will under a good teacher. Our schools are for business, and the results ought to be as good as they can be made.

#### LIMITS OF THE SCHOOL DISTRICTS.

At the beginning of the year some readjustments have to be made in the limits of the districts. It usually takes me about the first week of the fall term to register the new pupils, readjust the limits of the districts, and equalize the numbers in the several schools. This problem works out very well unless there is a congestion of numbers in some grade. The first and fifth grade schools are very full this year and have been somewhat difficult to adjust. The eighth grade schools are quite full, twenty more than last year. All of the schools have been equalized in numbers as far as possible.

The present limits of the districts are as follows:

#### *Grade VIII.*

Sawyer school.—The northern part of the city bounded on the south by Cocheco river and Fourth street west of the river, with the exception of a part of Forest street. Rollinsford.

High school (a).—South of the Sawyer limits to Nelson street, lower part of Silver street, Union street,

and Court street. West to Belknap street. In addition Back River, Upper Neck, Lower Neck, Mill street, Charles street, Granite State Park, and a part of Forest street, Tolend and Burnham's Court.

High school (b).—All the Southern and Western part of the city not included in the above limits.

### *Grade VII.*

Sawyer school.—The Northern part of the city bounded on the South by the B. & M. R. R., East of the Cocheco river, and Fourth street West of the Cocheco river. Rollinsford.

High school.—South of the Sawyer limits to Silver street, and as far West as Belknap street; South on Central avenue to Stark avenue and East of these streets; exception, the lower part of Central avenue, and a part of St. Thomas street.

Belknap school.—All of the Southern and Western part of the city not included in the above limits.

### *Grade VI.*

Sawyer school.—The Northern part of the city bounded on the South by Fourth street West of the Cocheco river, the B. & M. R. R., between Cocheco river and Central avenue, and Ham street East of Central avenue. In addition, Madbury and Dover Point.

Sherman school.—South of Sawyer limits to George street and St. Thomas street and as far West as Belknap street. In addition, Rollinsford, Fresh Creek, and Garrison Hill district.

Belknap school (a).—South of the Sherman limits to the lower end of Central avenue and as far West as Locust street.

Belknap school (b).—All the Southern and Western part of the city not included in the above limits.

*Grade V.*

Sawyer school.—The Northern part of the city bounded on the South by Fourth street West of Central avenue and Ham street East of Central avenue. In addition, Blackwater.

Sherman school.—South from Sawyer limits to St. Thomas street and Hanson street and as far West as Belknap street. In addition, Rollinsford and a part of Broadway and Baker street.

Belknap school (a.)—The Southern and Eastern part of the city South of the Sherman limits and as far West as Locust street. In addition, Mill street and Charles street

Belknap school (b.)—All the Southern and Western part of the city not included in the above limits as far as the rural districts.

*Grade IV.*

Sawyer school.—The Northern and Western part of the city to the Garrison Hill district. The Southern boundary is Cocheco river and Fourth street West of the Cocheco river; the Eastern boundary is Central avenue. In addition, Park street, Baker street, and parts of New York street, Ham street, and Oak street.

Peirce school.—East of Sawyer limits and as far South as Washington street, but not including Park street, Baker street, and parts of New York street, Ham street, and Oak street.

Varney school.—West of Central avenue South from Sawyer limits to Silver street and including this street; and East of Central avenue South from Peirce limits to George street. In addition, Rutland street, Water street, Knox Marsh, Littleworth and Tolend.

Hale school.—South of Varney limits to rural districts.

*Grade III.*

Sawyer school.—The Northern and Western parts of the city to the Garrison Hill district. The Southern boundary is Cocheco river and Fourth street West of the river. the Eastern boundary is Central avenue. In addition, New York street, East Concord street, Park street, and a part of Broadway.

Peirce school.—East of Sawyer limits and as far South as Washington street, with the exception of New York street, East Concord street, Park street, Young street, Water street, and a part of Broadway.

Varney school.—Central avenue and West of this street between Sawyer limits and Silver street, and including Silver street. In addition, Young street, Water street, Tolend, Littleworth, Bellamy, Knox Marsh and a part of the Children's Home.

Hale school.—South of the Peirce and the Varney limits to the rural districts.

*Grade II.*

Sawyer school.—The Northern and Western part of the city to the Garrison Hill district. The Southern boundary is Cocheco river and Fourth street West of the river; the Eastern boundary is Central avenue. In addition, New York street and Park street.

Peirce school.—East of Sawyer limits and as far South as Washington street with the exception of New York street and Park street.

Varney school.—West of Central avenue from Sawyer limits to Silver street, and including Silver street. In addition, Niles street, Tolend, Littleworth, Knox Marsh, Bellamy, and a part of Children's Home.

Hale school.—South of the Peirce and Varuey limits to the rural districts.

*Grade I.*

**Sawyer school.**—The Northern and Western part of the city to the Garrison Hill district. The Southern boundary is Cocheco river and Fourth street West of the river; the Eastern boundary is Central avenue. In addition, East Concord street and East Brick street and parts of Hill street, Park street, and New York street.

**Peirce school.**—East of the Sawyer limits and South to Peirce street and including Peirce street, with the exception of East Concord street and East Brick street, and parts of Hill street, Park street, and New York street.

**Sherman school.**—South of Peirce limits East of Central avenue to Washington street, South of Sawyer limits West of Central avenue to Washington street and as far West as Fayette street.

**Varney school.**—West of Central avenue and South from Sawyer limits to Silver street and including this street. In addition, Tolend, Littleworth and Knox Marsh.

**Hale school.**—South from the Sherman and Varney limits to Monroe street and Burnham's court, and as far West as Rutland street, with the exception of a part of the Children's Home.

**Welch school.**—South of the Hale limits to the rural districts. In addition, a part of the Children's Home.

## CONCLUSION.

In conclusion, I wish to express my grateful thanks to the committee for their wise counsel and their strong support of every matter that has been for the best interests of the schools.

Respectfully submitted,

A. H. KEYNS,

Superintendent of Schools.

Dover, N. H., December 31, 1906.



# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE HIGH SCHOOL.

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TO THE SUPERINTENDENT OF SCHOOLS:—

Sir:—I submit herewith my first annual report as Principal of the Dover High School.

#### ATTENDANCE.

	1903-4.	1904-5.	1905-6.	1906-7.
September enrollment, total..	177	190	243	230
September per cent. of attendance .....	95.5	97.2	96.8	96.6
September tardiness .....	1	1	28	8
First term enrollment, total...	177	191	243	239
First term, per cent. of attendance.....	95.9	97.	96.8	96.7
First term tardiness.....	18	12	78	51
First term, percent. left school	6.7	3.7	5.8	4.2
Enrollment, end of first term.	165	184	224	229

It will be seen from this table that the September enrollment was slightly smaller than last year. The cause for this is that a smaller class than usual was admitted from the eighth grades. This year we have eighty-four pupils in the first class; last year there were ninety-two. The term loss has not been as great as in 1905-6, so that the present enrollment surpasses that of a year ago.

## ENROLLMENT BY CLASSES.

*Term 1, 1906-7.*

	1st yr.	2nd yr.	3rd yr.	4th yr.	Totals.
Candidates for diplomas.					
Boys.....	43	28	24	9	104
Girls.....	41	36	31	20	128
	—	—	—	—	—
	84	64	55	29	232
Post graduates.					
Boys.....	0	0	0	1	1
Girls.....	0	0	0	5	5
Special.					
Girl .....	0	0	0	1	1
	—	—	—	—	—
	84	64	55	36	239

Most worthy of note in this table is a comparison of the number of pupils in the fourth year with the number in the other years. It is evident that the graduation of this class and the admission of as large a one as seems to be promised by the size of the present eighth grades will very considerably increase the numbers of the High school. We may expect to have three hundred pupils within a few years.

## THE COMMERCIAL COURSE.

The full value of our commercial work cannot be judged till we have put in offices graduates of our complete course. Certain it is that those who completed the fourth year commercial course last year are meeting with good success. With the close of the school in June we shall be in position to recommend a class better educated for office work than any class heretofore offered to the employers of labor in Dover. These young people were given two years of High school work be-

fore they commenced the real commercial studies, and they have devoted two entire years to their commercial work. A special Certificate of Efficiency is given to those who complete their work with high credit. We wish to educate these young people for positions here in Dover and hope that those employing clerical assistants will permit us to show them the thoroughness of the work that we are doing. I wish to call the attention of parents also to this course. The work is exacting, but there are positions waiting for those who prepare themselves to accept them. I know of no other course that offers so good opportunity for immediate and profitable returns as this. During the last two years the number of commercial students has been comparatively small, but it seems that the young people are realizing now the importance of this course and that next year will see a large enrollment.

#### COLLEGE ADMISSION.

Parents should understand that when a pupil graduates from the High school he is not thereby ready for college admission. He is not ready unless he has pursued the particular studies prescribed by his special college for admission and passed them with high ranks. The decision for college should be made when the pupil enters the High school and should be known to the High school teachers.

#### COLLEGE CERTIFICATES.

Our High school has been granted the power to send its graduates by certificate to all colleges that admit students in this manner. This is a responsibility rather than a privilege. The High school in effect guarantees that the one certified can and will do his college work satisfactorily. If the school has any doubt, it

will not certify and the college gives examinations and assumes the responsibility. With us the certificate will be given only to pupils of known stability who have completed all the work that the college demands, have attained the school mark "S" in all studies, and have passed the special certificate examinations in each subject with a mark of about 80 per cent. These examinations are given at the close of each term for the last two years of the course. They are rather harder than the examinations commonly given by the college for entrance but save the pupil from going to the college for his examinations.

#### ATHLETICS.

The school does not exist for athletics but athletics may aid in the upbuilding of a school or may lower its moral tone. It is ordinarily said that athletic victories are most important for a school as they give it wide advertising. This is but one of the lesser benefits that may come to a school from athletics. Of much greater importance are these three: the unification of the school by giving to the pupils a common interest; the relieving of feminization of our schools by the emphasis given to virile and masculine ideals; and most important, the growth of school honor and manly sportsmanship. *Our school plays hard but plays fair*, is the statement that summarizes these benefits. To reach this ideal means a continued conflict, for the boys are constantly exposed to the dishonesty desired by the side lines, and the "any way to beat" idea urged upon them by the curb stone loafers.

#### THE BUILDING AND ITS DECORATION.

Our school building is beautiful and fitted for effective work. Recently fourteen pictures have been bought

with the proceeds obtained from the picture exhibit of a year ago. These with the few that were in the High school and seven pieces of statuary, the gifts of classes and of the Woman's Club, form the beginning of the interior decoration of the building. The latest additions are a framed portrait of Frances Willard, given by the W. C. T. U. and a statue of Minerva, the gift of the class of 1906. With a building as large as ours, even now the rooms seem bare of ornamentation. There is here wide opportunity for friends of the school to beautify the walls that face our young people daily in the character forming period of their life. A good picture rightly placed preaches its sermon five days a week for countless years. American schools are slow to recognize the value of tablets and other memorials of the brave past of the school, and here, too, is an opportunity for graduates and friends of the school and any organization interested in the young people who will be Dover's leading citizens a generation hence.

#### A WORD OF APPRECIATION.

It would be difficult to close this report without expressing my appreciation of the work of my predecessor and of the condition in which he left the school; so, too, it would be unjust to pass without mention the loyalty and efficiency of the teachers who are associated with me, and the courtesy and manly spirit of the boys and girls with whom we are working.

#### OUR PURPOSE.

We aim to make the work of our school so broad that the citizens to whom we look for cooperation may regard it as the People's College. Our attempt is not to teach Latin and algebra alone, but to prepare for life's duties.

We are trying to do what Kipling ascribes to his teachers.

"For they taught us Common Sense—  
Tried to teach us Common Sense—  
Truth and God's own Common Sense,  
Which is more than Knowledge."

Respectfully submitted,

ERNEST W. BUTTERFIELD,

Principal of the High School.

Dover, N. H., December 14, 1906.

**REPORT**  
**OF THE**  
**TEACHER OF MUSIC.**

---

**TO THE SUPERINTENDENT OF SCHOOLS:**

**DEAR SIR:—**The work in the primary grades is now progressing with better results than at any time since my acquaintance with the schools. The children are reading more fluently and singing with better voices. Perhaps the point towards which we should now be directing more careful attention is better enunciation.

We are now using for the third year, in grades one and two, pamphlets in manuscript form, which supply the required materials for those two grades; and they have thus been supplied at a total cost of not over ten dollars for the three years. With some improvements these pamphlets will have to be re-issued after this year as they are printed on frail paper and have become worn with handling. Perhaps the chief advantage derived from this method of supplying materials consists in the pupils' interest in exercises invented expressly for them, and they are permitted to observe the teacher's work while she writes on the board for their performance; incidentally, it does away with expensive charts.

The new music readers introduced into the sixth grade at the beginning of the year are being appreciated for the beautiful songs and interesting exercises which they contain. In the grammar grades, as in the primary, as fast as the new course of study is introduced, blackboard exercises take the place of charts in introducing new problems.

The New Course of Theory in the High school becomes more and more interesting as the pupils advance in appreciation of the advantages which it offers; and I am fully convinced of its utility as a means of culture and in adding attractiveness to the High school course.

Dover was one of the first cities in New England, if not the very first, to institute such a course in the High school; but others are following, Chelsea, Mass., having adopted the plan last June. They are carrying it farther than we are, giving more time to it in recitation and home preparation, and allowing credit for work done under private instruction—under public school supervision; thus giving an opportunity for those who desire it to graduate from the High school with a musical career in view; somewhat as we graduate our scholars from the commercial department who desire to follow a business career. This seems to be a good step, and may it not be possible that we shall yet see our way clear to adopt a somewhat similar course?

The chorus work is going on well. There has been some criticism that our scholars "don't sing loud enough." Doubtless the criticism is true. Our young people do not know how to shout when they sing, having never acquired that habit. But the sopranos, many of them, sing a good A-flat above the staff, and that is better than volume. The volume will come later, along with their greater physical maturity.

In closing this, my seventh annual report, I have a desire to thank the superintendent and school committee, the teachers in the schools, the children and their parents for their helpful cooperation and the many expressions of confidence and respect for which I am indebted.

Respectfully submitted,

A. E. FRENCH.

Dover, N. H., December 31, 1906.



## **REPORT OF THE TEACHER OF DRAWING.**

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**TO THE SUPERINTENDENT OF SCHOOLS:**

Since the last annual report there has been established a custom of ranking the pupils in their drawing and having that mark count in this as well as the marks in other subjects. This gives an advantage over the old way, placing the subject on a more definite plane.

The children and teachers are still hard at work, trying for better results in the quality of our handiwork; and it is noticeable that there is a growing desire and willingness on the part of the pupils from the first grade to the High school to do over again papers which do not show satisfactory or pleasing arrangements of the subjects, and especially when the workmanship falls below our expectations. Repeated trials are made voluntarily and with good appreciation of the situation at hand.

At just this point the value of the hearty cooperation of the grade teacher counts much, and the successes attained are due to their long enduring patience and faithful work.

We are trying to simplify our plans and eliminate unimportant details,—in fact we are busying ourselves with problems that are in themselves orderly and beautiful, and useful in our every day life in and outside of school. The results achieved are not beautiful, but they are better in many ways than they were last year.

Respectfully submitted,

**LOTTIE J. BURR.**

**December 31, 1906.**

## TRUANT OFFICER'S REPORT.

### TO THE SCHOOL COMMITTEE:—

I respectfully submit the following report for the year 1906:—

1. Number of complaints from teachers...	489
2. Number of complaints from the Sacred Heart Parochial school.....	77
3. Number of complaints from St. Joseph Parochial school .....	42
4. Number of complaints from French Parochial school.....	4
5. Whole number of complaints received.	612
6. Number of cases of absence investigated	589
7. Number of cases of tardiness investigated.....	22
8. Number of children found absent without good reason.....	108
9. Number found to be truant .....	52
10. Number found at work illegally .....	4
11. Number of children not enrolled placed in school.....	15
12. Number of visits to schools .....	612
13. Number of visits to families.....	608
14. Number of visits to manufacturing establishments.....	34
15. Number of arrests.....	4
16. Number of children prosecuted.....	3

GENTLEMEN,—I have the honor to submit herewith my report relative to the enumeration of children, assigned to me by vote of your board. The results of the enumeration are as follows:

Number of children between five and sixteen years:

Boys.....	1121
Girls.....	1214
	<hr/>
Total.....	2335

Number between ten and sixteen years who cannot read and write English:

Boys.....	7
Girls.....	13
	<hr/>
Total.....	20

Respectfully submitted,

V. H. CAVERLY,  
Truant Officer.

December 31, 1906.

## APPENDIX.

### STATISTICS.

#### TEACHERS.

Number of teachers during the year 1905-6:

High school.....	9	
Grades 5-8.....	13	
Grades 1-4.....	18	
Ungraded schools.....	4	
<hr/>		
Total .....		44
Special teachers:		
Drawing.....	1	
Music.....	1	
<hr/>		
Total.....		2
Number of male teachers.....		6
Number of female teachers.....		40
Number of teachers who have graduated from a normal school.....		13
Number of teachers who have graduated from a training school.....		11
Number of teachers who have graduated from college.....		7

# SCHOOL DIRECTORY.

OCTOBER 15, 1906.

Name.	School.	Grade.	Residence.
Austin H. Keyes.....	Supt. of Schools.....		61 Fourth St.
Ernest W. Butterfield.....	High.....		292 Locust St.
Melvin M. Smith.....	".....		174 Central Ave.
John B. Knudson.....	".....		57 Silver St.
Julia M. Ham.....	".....		158 Central Ave.
Susie M. Jordan.....	".....		146 Central Ave.
Grace W. Hooper.....	".....		12 Highland St.
Lou W. Peacock.....	".....		Cor. Lexington and West Concord Sts.
Caroline E. Hammond.....	".....		17 Rogers St.
Helen A. Meserve.....	".....		162 Central Ave.
W. D. Davis.....	Sawyer.....	8	56 Silver St.
Carrie S. Hanson.....	".....	7	14 Silver St.
Helen M. Clark.....	".....	6	94 Portland St.
Elizabeth G. Snell.....	".....	5	34 Mt. Vernon St.
Jennie F. Philbrick.....	".....	4	50 Mt. Vernon St.
Grace B. Henderson.....	".....	3	831 Central Ave.
Carrie B. Drew.....	".....	2	43 Silver St.
Hattie J. Bickford.....	".....	1	23 Oak St.
Ida B. Hanson.....	Belknap.....	7	14 Silver St.
Mary E. Twombly.....	".....	6	120 Central Ave.
Mabel A. Mathes.....	".....	5, 6	37 Fifth St.
Alice H. Davis.....	".....	5	162 Central Ave.
Annie L. Ricker.....	High.....	8a	80. Berwick, Me.
Grace E. Lawrence.....	".....	8b	25 Richmond St.
Annie S. Tuttle.....	".....	7	27 Cushing St.
Florence V. Brewer.....	Sherman.....	6	Salmon Falls.
Julia A. Grant.....	".....	5	66 Portland St.
Alice R. Murphy.....	".....	1	13 Orchard St.
Bertha Arnstein.....	Peirce.....	4	Vatson St.
Hittie F. Ham.....	".....	3	Tolend.
Mary E. Scruton.....	".....	2	64 Hill St.
Jennie S. Smith.....	".....	1	37 Fifth St.
Nellie F. Grant.....	Varney.....	4	66 Portland St.
Angie G. Osborne.....	".....	3	15 First St.
Grace E. Winkley.....	".....	2	7 West Concord St.
Mary W. Whiteley.....	".....	1	Mt. Pleasant.
Helen C. Varney.....	Hale.....	4	25 Richmond St.
Grace E. Marden.....	".....	3	13 Hamilton St.
Edith A. Gowen.....	".....	2	220 Washington St.
Mary McDonough.....	".....	1	24 Mill St.
Emily S. Folsom.....	Welch.....		290 Locust St.
Marie L. Raino.....	Garrison Hill.....		So. Berwick, Me.
Ara R. Mason.....	Upper Neck.....		Upper Neck Road.
Gertrude O. Hobbs.....	Lower Neck.....		So. Berwick, Me.
Florence Pendexter.....	Back River.....		Durham.
Arthur E. French.....	Music.....		18 Fisher St.
Lottie J. Burr.....	Drawing.....		7 West Concord St.

## SALARIES.

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### GRADED SALARIES.

First year ...	\$250 00
Second year .....	270 00
Third year .....	310 00
Fourth year.....	350 00
Fifth year.....	400 00
Sixth year.....	460 00
Seventh year ...	500 00
Principal of Sawyer school.....	1,000 00
Principal of Belknap school.....	600 00

### HIGH SCHOOL.

Principal.....	\$1,600 00
Sub-master.....	1,000 00
Principal of commercial department .....	1,000 00
Two assistants.....	700 00
One assistant.....	600 00
Three assistants.....	500 00

### SPECIAL TEACHERS.

Music (three days per week).....	\$600 00
Drawing (three and one-half days per week).....	550 00

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## COST.

Population of city by census of 1900.....	13,207
Estimated population of 1905.....	15,000
Assessed valuation, April, 1905.....	\$8,634 765
Rate of taxation for all school expenses, 4.5 mills on \$1.00.	

Total expenditure of the School Committee for day schools, exclusive of text-books, supplies .....	\$38,915 35
Cost per pupil based on total enrollment..	24 74
Cost per pupil based on average enrollment.....	27 44
Cost per pupil of total enrollment for text- books and supplies.....	1 21
Cost per pupil of average enrollment for text-books and supplies.....	1.35

Table showing expense of text-books, reference books, and pupils' supplies.

	Appropriation.	Available.	Expended.	Per Capita on Total Enrollment.	Per capita on Average Enrollment.
1888.....	\$1,750	\$1,750 00	\$1,726 94	\$1 17	\$1 54
1889.....	2,000	2,023 06	2,021 96	1 34	1 53
1890.....	2,500	2,501 10	1,963 54	1 28	1 50
1891.....	1,500	2,037 56	1 614 72	1 11	1 24
1892.....	1,200	1,622 84	1,636 63	1 15	1 37
1893.....	1 200	1,186 21	1,487 58	1 08	1 22
1894.....	1,200	898 63	1,524 62	1 05	1 21
1895.....	2 200	1,600 42	1,600 18	1 01	1 15
1896.....	1,600	1,600 24	1,536 18	1 04	1 18
1897.....	1,600	1,659 94	1,648 98	1 06	1 17
1898.....	1,600	1,648 06	1,647 48	99	1 12
1899.....	1,600	1,624 05	1,607 68	95	1 09
1900.....	1,600	1,637 60	1,617 43	95	1 11
1901.....	1,600	1,651 41	1,634 41	96	1 10
1902.....	1,600	1,652 22	1,650 76	1 02	1 14
1903.....	2,000	2,001 46	1,844 98	1 16	1 30
1904.....	1,750	1,906 48	1,906 47	1 21	1 36
1905.....	2,325	2,325 01	2,324 60	1 39	1 67
1906.....	1,900	1,927 01	1,911 44	1 21	1 35

## ATTENDANCE.

Enumeration of children between five and sixteen years of age, September, 1906.

Boys.....	1,121
Girls.....	1,214

Total.....	2,335
------------	-------

Number of pupils enrolled during the year ending June, 1906, excluding duplicate enrollments:

Schools.	Total.	Boys.	Girls.
High school.....	238	107	131
Grades 5-8.....	492	251	241
Grades 1-4.....	754	366	388
Ungraded schools.....	89	51	38

Total.....	1,573	775	798
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Evening school.....	155	143	12
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Total.....	1,728	918	810
------------	-------	-----	-----

Parochial schools.

St. Joseph.....	207	166	41
Sacred Heart.....	488	159	329
St. Charles.....	278	122	156

Total Parochial.....	973	447	526
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Total Public.....	1,728	918	810
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Total.....	2,701	1,365	1,336
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Number of pupils under 5 years of age..	0
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Number of pupils over 16 years of age..	120
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Number of pupils between 5 and 16 years of age.....	1,453
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Total.....	1,573
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**Average enrollment:**

High school.....	216	
Grades 5-8 .....	453	
Grades 1-4 .....	667	
Ungraded schools.....	82	
		<hr/>
Total .....		1,418
 <b>Parochial schools:</b>		
St. Joseph school.....	200	
Sacred Heart school.....	455	
St. Charles school.....	221	
Total, Parochial.....		876
		<hr/>
Total, all the schools.....		2,294

**Average enrollment per cent. in each division in the public schools:**

High school .....	15.2	
Grades 5-8.....	31.9	
Grades 1-4.....	47.1	
Ungraded schools.....	5.8	
		<hr/>
Total.....		100
 <b>Per cent. that average enrollment is of total enrollment.....</b>		
		92

**Average daily attendance:**

High school.....	206	
Grades 5-8 .....	432	
Grades 1-4 .....	610	
Ungraded schools.....	74	
		<hr/>
Total.. .....		1,322

Parochial schools:		
St. Joseph school.....	187	
Sacred Heart school.....	397	
St. Charles school .....	188	
	<hr/>	
Total, Parochial schools.....		772
		<hr/>
Total for all the schools.....		2,094
Average daily absence:		
High school.....	10	
Grades 5-8.....	21	
Grades 1-4.....	57	
Ungraded schools.....	8	
	<hr/>	
Total.....		96
Per cent. that average attendance is of total enrollment:		
High school .....	86.6	
Grades 5-8.....	87.8	
Grades 1-4.....	80.9	
Ungraded schools.....	83.2	
	<hr/>	
Average for all schools.....		84.6
Per cent. that average attendance is of average enrollment for the year:		
High school .....	95.5	
Grades 5-8.....	95.5	
Grades 1-4.....	90.7	
Ungraded schools.....	90.2	
	<hr/>	
Average per cent. for city.....		92.8
Number of tardinesses during the year:		
High school.....	142	
Grades 5-8.....	208	

Grades 1-4.....	475	
Ungraded schools.....	127	
Total .....		952
Number of pupils neither absent nor tardy:		
High school.....	42	
Grades 5-8.....	67	
Grades 1-4.....	40	
Ungraded schools.....	6	
Total .....		155

### ROLL OF HONOR.

Pupils not absent or tardy from September, 1905, to June, 1906.

#### HIGH SCHOOL.

Eva M. Arlin, Roland J. Bennett, Grace Blackmer, Lillias Brewer, Annie Brown, Blanche G. Busfield, Lucia H. Cartland, Mildred H. Cartland, Cleo M. Clark, Everett E. Clark, Herbert E. S. Clark, Gertrude E. Cushman, Elizabeth C. Davis, Margaret DeMeritt, Bernice M. Doherty, Daniel Doherty, Edith G. Donnelly, Blanche E. Fernald, John M. Hall, Tyler C. Hall, Bernice M. Hayes, Woodbury Hough, Marion F. Leigh, Celeste J. M. Murtaugh, Hazel M. Neal, Harold I. Patten, Harold W. Perkins, Marguerite Pierce, Valentine Pinkham, Ruth A. Pollard, Albert A. Raud, Olivia Richardson, Allen U. Southwick, Maude E. Southwick, Lucy Marion Swaine, Bessie A. Thompson, Mabel G. Trickey, Alta L. Vickery, Agnes Walker, Earle H. Whitehouse, Manvel Whittemore, Lora M. Worcester.

## SAWYER SCHOOL.

Grade VIII.—Harold William Conlen, Raymond Haskell Foss, Alden Levi Lane, Marion Edgerly Nash, Hazel Cecil Nutter, Herbert Raymond Otis, Della Olivia Worster.

Grade VII.—Florence M. Fox, Humbert T. Iovine, Perley M. Jenness, Annie L. Thompson, Maud H. Young.

Grade VI.—William T. Boothby, Norman R. Cate, Florence I. Cornell, Mary I. Pollard.

Grade V.—Alice Bennett, John Main, Carroll Nash.

Grade IV.—Leon A. King, Harry E. King, Charles E. Mitchell, Albert J. Nutson.

Grade III.—Lloyd B. Byron, Mabel A. Dyer.

Grade II.—Nellie Ainsworth, Marion G. Sanders.

Grade I.—Christine F. MacLennan, Ralph E. King.

## PEIRCE SCHOOL.

Grade VI.—George H. Brooks, Harold W. Chesley, Nathalie M. Hayes, Elsie L. King, George S. Popple, Inez L. Worster.

Grade III.—Marion A. Chesley, Anna T. Russell, Minnie E. Shorey.

Grade II.—Phillip W. Foss, Pauline W. Hayes, Marguerite H. Holmes, Myrtle L. Kennedy, Ralph J. Young.

Grade I.—Roscoe Brooks, Mamie Oates, Nellie Russell.

## SHERMAN SCHOOL.

Grade VI.—Roy Hussey, Harold Niles.

Grade V.—Teresa E. Connelly, Andrew E. King.

Grade I.—Doris Chesley.

## BELKNAP SCHOOL.

Grade VIII.—Mary A. Cartland, Mary E. Pickup, Lora L. Swaine, Lillian A. Tinker, Ruth M. Wilson, John P. Clark, Walter B. Hammond, Harold G. Stone.

Grade VII.—Joseph Boothroyd, Kalph W. Caswell, Grace T. Chester, Mildred H. Colbath, J. Delmore Crockett, Roland E. Hammond, Roy H. Meserve, Armand L. Murdock, Pitt S. Willand, William S. Wright.

Grade VI.—Harold R. Brownell, Eva M. Carroll, Harold V. Clarke, Eva Crumbie, Gertrude B. Hayes, Gertrude E. Hitchins, Blanche C. Hussey, Helen C. McCarty, Edith E. Mears, C. Norman Perkins. Pauline A. Shorey.

Grade V.—Thomas R. Anderton, Florence M. Blaisdell, Earl G. Caswell, Alice Fernald, Laura M. Hammond, Earl W. Stevens.

## VARNEY SCHOOL.

Grade IV.—Helen M. Grant, Percy R. Mowry, Madelin R. Avery.

Grade III.—John McNally.

Grade I.—Eleanor F. Dearborn.

## HALE SCHOOL.

Grade IV.—Richard K. Boyle, Leroy T. Meserve, Annie K. Finn, Elizabeth M. Ordway.

Grade III.—John W. Browne.

Grade I.—Marion Blaisdell.

## HIGH SCHOOL.

Grade VIII.—Mary E. Mathes, Florence W. Stirling.

Grade VII.—Minna G. Boomer, Ralph H. Cole, Isabel J. Fernald, Mabel E. Perkins, Ethel M. Smith, George P. Worcester.

**CENTRAL HALL SCHOOL.**

Grade V.—Rudd O. Stevens.

**BACK RIVER SCHOOL.**

Howard E. Forrest, Walter Forrest, George S. Prescott.

**UPPER NECK SCHOOL.**

Blanche Gertrude Brownell, Clarence Fremont Furbish.

**LOWER NECK SCHOOL.**

Ida Frances Card.

**NUMBER OF TARDINESSES DURING THE LAST TWENTY-  
FOUR YEARS.**

1882-83.....	3,188
1883-84.....	2,193
1884-85.....	2,571
1885-86.....	1,452
1886-87.....	972
1887-88.....	782
1888-89.....	867
1889-90.....	670
1890-91.....	754
1891-92.....	671
1892-93.....	769
1893-94.....	696
1894-95.....	816
1895-96.....	606
1896-97.....	630
1897-98.....	746
1898-99.....	699
1899-1900.....	664

1900-1901.....	716
1901-1902.....	662
1902-1903.....	793
1903-1904.....	557
1904-1905.....	724
1905-1906.....	952

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### VISITS.

#### By the superintendent:

High school.....	35
Grades 5-8.....	177
Grades 1-4.....	224
Ungraded schools.....	41

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Total .....	477
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#### By members of the committee:

High school.....	4
Grades 5-8.....	22
Grades 1-4.....	36
Ungraded schools.....	7

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Total .....	69
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#### By parents, citizens and others:

High school.....	35
Grades 5-8.....	445
Grades 1-4.....	670
Ungraded schools.....	120

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Total.....	1,270
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### GENERAL.

Number of schoolhouses.....	20
Number occupied at close of year.....	14

**Number of weeks in the school year:**

<b>High school.....</b>	<b>37</b>
<b>Grades 5-8.....</b>	<b>37</b>
<b>Grades 1-4.....</b>	<b>37</b>
<b>Ungraded schools.....</b>	<b>37</b>

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**Number of schools, the average membership of which for the year has not been more than twelve pupils, not less than seven.....**

**0**



TABLE SHOWING ATTENDANCE IN DETAIL FOR THE YEAR ENDING JUNE 30, 1906.

School.	Class.	Teacher.	Total Enrollment.	Average Enrollment.	Average Attendance.	Average Absence.	Average Age Sept., 1905.	Average attendance Per Cent.	No. of Tardinesses.	Number of Pupils Not Absent nor Tardy.
High	Master.....	I. Arthur Lee.....	238	216	206	10	1st 14-10 2d 15-9 3d 16-4 4th 17-3	95.47	142	42
"	Sub-Master.....	Melvin W. Smith.....								
"	Assistant.....	John B. Knudson.....								
"	"	Julia M. Ham.....								
"	"	Susie M. Jordan.....								
"	"	Alice R. Fisher.....								
"	"	Grace W. Hooper.....								
"	"	Ethel B. Vickery.....								
"	"	Lou W. Peacock.....								
"	"	Caroline E. Hammond.....								
Sawyer.	Grade 8.....	Frank E. Poland.....	32	29	28	1	13-11	97.18	5	7
"	"	Carrie S. Hanson.....	39	38	37	1	13-2	97.29	5	5
"	"	Helen M. Clark.....	45	36	35	1	12-1	96.84	11	4
"	"	Annie C. Brierly.....	37	35	33	2	11-4	94.82	18	3
"	"	Elizabeth G. Snell.....								
Belknap	"	William D. Davis.....	33	31	30	1	13-9	96.46	1	8
"	"	Ida B. Hanson.....	43	36	35	1	12-8	96.81	1	10
"	"	Mary E. Twombly.....	43	40	38	2	11-11	95.20	2	11
"	"	Alice H. Davis.....	44	39	37	2	10-7	94.94	13	6
Sherman.	"	Adaline A. Gardner.....	42	39	36	3	12-6	91.86	79	2
"	"	Florence V. Brewer.....								
"	"	Julia A. Grant.....	30	28	26	2	1-18	91.32	23	2
Central Hall	"	Ara R. Mason.....	39	40	38	2	11-2	95.46	32	1
"	6-5.....									
High	"	Annie L. Ricker.....	29	25	24	1	12-3	96.68	13	2
"	"	Annie S. Tuttle.....	41	37	35	2	14-4	95.84	5	6
Sawyer.	"	Jennie F. Philbrick.....	43	40	38	2	13-1	95.75	11	4
"	"						10-4			

Sawyer.....	Grade 3.....	37	38	36	2	8.4	93.73	19	2
"	"	42	38	36	2	7.9	93.25	39	2
"	"	36	39	34	5	6.4	86.75	35	2
Peirce.....	"	46	35	33	2	10.9	95.36	2	6
"	"	43	36	34	2	9.6	93.55	6	3
"	"	45	39	37	2	7.10	93.78	96	5
"	"	48	40	37	3	6.5	91.62	25	3
Sherman.....	"	57	36	32	4	6.11	98.19	68	1
Varney.....	"	40	38	36	2	9.11	93.40	0	3
"	"	33	36	32	4	9.8	88.28	12	1
"	"	32	29	26	3	8.6	89.23	23	0
"	"	45	39	35	4	6.1	88.85	19	0
Hale.....	"	41	40	37	3	9.5	91.62	7	4
"	"	42	36	33	3	8.4	91.37	10	1
"	"	40	35	32	3	7.9	90.45	8	0
"	"	46	39	34	5	6.5	87.49	30	1
Welch.....	"	38	34	28	6	6.7	82.47	45	0
Garrison Hill..	"	34	32	28	4	9.0	87.94	35	0
Back River.....	"	24	23	21	2	9.1	91.97	48	3
Upper Neck.....	"	15	13	12	1	8.9	91.85	13	2
Lower Neck.....	"	16	14	13	1	10.10	90.84	31	1

COMPARISON OF ATTENDANCE FOR YEARS 1905-1906.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance Per cent.		Number of Tardinesses.		Not Absent nor Tardy.	
	1905.	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	1906.
High.....	191	238	180	216	173	206	7	10	95.7	95.5	52	142	30	42
Grades 5-8 .....	512	492	485	453	460	432	25	21	94.	95.5	240	208	53	67
Grades 1-4 .....	712	754	645	667	596	610	49	57	92.4	90.7	331	475	51	40
Ungraded.....	96	89	84	82	78	74	6	8	90.3	90.2	111	127	3	6
Total.....	1511	1573	1394	1418	1307	1322	87	96	93.7	92.8	724	952	137	155
Evening School.....	160	155												
Total.....	1671	1728												

\*Average per cent. for city.

**ENROLLMENT AND ATTENDANCE.**

The average enrollment, as recorded in the school registers, is here given for twenty-five years, for purposes of comparison:

1881-82.....	1,525
1882-83.....	1,568
1883-84.....	1,149
1884-85.....	1,176
1885-86.....	1,211
1886-87.....	1,258
1887-88.....	1,268
1888-89.....	1,313
1889-90.....	1,301
1890-91.....	1,301
1891-92.....	1,192
1892-93.....	1,215
1893-94.....	1,252
1894-95.....	1,385
1895-96.....	1,306
1896-97.....	1,412
1897-98.....	1,468
1898-99.....	1,482
1899-1900.....	1,459
1900-1901.....	1,487
1901-1902.....	1,442
1902-1903.....	1,409
1903-1904.....	1,400
1904-1905.....	1,394
1905-1906.....	1,418

Average attendance in the public schools, as given in printed reports, for the thirty-six years since the formation of the city school district:

1870-71.....	1,270
1871-72.....	1,257

1872-73.....	1,231
1873-74.....	1,225
1874-75.....	1,225
1875-76*.....	
1876-77*.....	
1877-78*.....	
1878-79.....	1,028
1879-80.....	1,388
1880-81.....	1,436
1881-82.....	1,440
1882-83.....	1,393
1883-84.....	931
1884-85.....	1,029
1885-86.....	1,118
1886-87.....	1,134
1887-88.....	1,115
1888-89.....	1,158
1889-90.....	1,145
1890-91.....	1,122
1891-92.....	1,053
1892-93.....	1,088
1893-94.....	1,149
1894-95.....	1,288
1895-96.....	1,176
1896-97.....	1,281
1897-98.....	1,352
1898-99.....	1,357
1899-1900.....	1,332
1900-1901.....	1,365
1901-1902.....	1,348
1902-1903.....	1,301
1903-1904.....	1,304
1904-1905.....	1,307
1905-1906.....	1,322

\*No report printed.

## NO SCHOOL SIGNAL.

The following resolutions were adopted March 11, 1892:

*Resolved*—That the no school signal, viz.: 2-2, 2-2, 2-2, 2-2, struck at 7.40 A. M., shall be considered as a notification that no forenoon session will be held in any of the graded schools; when struck at 7.55, the signal shall apply to the Grammar and Primary schools only. The signal for the afternoon session shall be struck at 11.15 A. M. or 1.05 P. M.

*Resolved*—That the Superintendent be hereby directed to instruct the teachers and pupils properly and thoroughly in regard to the foregoing resolution.

No school signal given during the year 1906:

February 9, afternoon.

March 20, forenoon.

April 10, all day.

September 25, forenoon,

November 2, forenoon.

The graduating exercises of the High school were held in the Opera House, at half-past two o'clock, Thursday, June 21, 1906. The program was as follows:

1. MARCH, Tannhauser, *Wagner*  
Miss M. Estelle Patterson.
2. PRAYER,  
Rev. A. J. Northrup, Ph. D.
3. SONG, Damascus March, *Costa*  
High School Chorus.
4. THREE PART SONG, Bon Voyage, *Ardite*  
Girls of the High School.

5. ADDRESS TO THE GRADUATES,  
Geo. N. Cross, A. M., Haverhill, Mass.
6. A SAILOR'S SONG, *Harper*  
High School Chorus.
7. PRESENTATION OF DIPLOMAS,  
Mr. George J. Foster, Chairman of School Committee.
8. SONG, "Go Lovely Rose," *King*  
High School Quartet.
9. CLASS SONG, Welcome Fair Morn, *French*  
The Graduating Class.

---

ACCOMPANISTS:

Miss Grace W. Hooper, Miss Maude E. Southwick,  
Miss Helen Mildred Smith.

---

CLASS OF 1906.

Arnold Libby Bradbury,	Katherine Agnes Murphy,
*Addie May Canney,	James Monroe Mathes,
Alice Winifred Dearborn,	Annie Elizabeth McNeil,
Elizabeth Caroline Davis,	Robert Abbott Neal,
Bertha Washington Grant,	Haldimand Wentw'h Neal,
Leah Hutchins,	Franklin Aborn Perkins,
Olive Estelle Hatch,	Bertha Harriet Pray,
Morrill Hough,	Bernice Almira Pinkham,
Alice Gafney Kivel,	*Alice Helen Rooney,
Blanche Hazel Lord,	Helen Mildred Smith,
Elsie Louise Leighton,	William Paine Smith,
Max Warren Leighton,	Frederic Sumner Varney.

---

\*Diplomas for these two will be signed when their deficiencies are made up.

## CLASS SONG.

BERTHA W. GRANT.

Welcome, fair morn!  
Let joy-bells gaily chime to-day,  
Let song-birds trill their tuneful lay;  
While haunts of fern and grassy bow'rs  
Our pathway strew with summer flow'rs.  
Joy, O, Joy! for ever more!

Sad hour of parting comes, too, at last,  
Four happy years of labor are past,  
Ne'er shall we meet again as of yore,  
For the days of our childhood are o'er.  
Farewell! Farewell!  
O happy childhood days, farewell!

'Mid chiming bells and fragrant flowers,  
With happy birds in blooming bow'rs;  
We forward go with courage strong,  
To greet the world with smile and song.  
Joy, O Joy! for ever more!

Teachers so kind, from you we must part,  
Faithful and true, you'll live in each heart.  
Ne'er shall we meet again as of yore,  
For the days of our childhood are o'er.  
Farewell! Farewell!  
O happy childhood days, farewell.



**Number of graduates of the High school during the last sixteen years:**

	Boys.	Girls.	Per cent.	
			Total.	Boys.
1891.....	5	17	22	23
1892.....	5	21	26	19
1893.....	8	12	20	40
1894.....	9	10	19	47
1895.....	6	19	25	24
1896.....	6	28	34	18
1897.....	3	25	28	11
1898.....	19	8	27	70
1899.....	11	20	31	35
1900.....	11	14	25	44
1901.....	8	23	31	26
1902.....	6	10	16	62
1903.....	9	21	30	30
1904.....	7	17	24	29
1905.....	11	21	32	34
1906.....	9	15	24	37

**The September registration of the High school since 1884 has been:**

	Boys.	Girls.	Per cent.	
			Total.	Boys.
1884.....	58	91	149	39
1885.....	68	83	151	45
1886.....	59	73	132	44
1887.....	46	84	130	34
1888.....	40	98	138	29
1889.....	49	92	141	35
1890.....	48	84	132	36
1891.....	49	79	128	38
1892.....	50	89	139	36
1893.....	52	104	156	33
1894.....	66	103	169	39
1895.....	67	106	173	39

	Boys.	Girls.	Per cent.	
			Total.	Boys.
1896.....	76	98	174	43
1897.....	74	93	167	44
1898.....	72	114	186	39
1899.....	69	96	165	42
1900.....	73	100	173	42
1901.....	68	95	163	41
1902.....	77	101	178	43
1903.....	72	105	177	41
1904.....	79	111	190	42
1905.....	106	134	240	44
1906.....	103	127	230	45

## HIGH SCHOOL.

## CLASSICAL COURSE.

	1ST YEAR.	2ND YEAR.	3RD YEAR.	4TH YEAR.
Required	English 4	English 4	English 4	English 4
	Latin 5	Latin 5	Latin 5	Latin 5
	History 3	Geometry 5		
	Algebra 5			
Elective		French 5	French 5	French 5
		Greek 5	Greek 5	Greek 5
			German 5	German 5
			Algebra } 5	History 3
			Geometry }	Review Math 2
	Music 1	Music 1	Music 1	Music 1
	Drawing 1	Drawing 1	Drawing 1	Drawing 1

## SCIENTIFIC COURSE.

	1ST YEAR.	2ND YEAR.	3RD YEAR.	4TH YEAR.
Required	English 4	English 4	English 4	English 4
	Science 3	Science 5	Science 5	Science 5
	Algebra 5	Geometry 5		
Elective	Latin 5	Latin 5	Latin 5	Latin 5
	History 3	French 5	French 5	French 5
		History 3	German 5	German 5
			History 3	History 3
			Algebra } 5	Algebra } 5
			Geometry }	Geometry }
	Music 1	Music 1	Music 1	Music 1
	Drawing 1	Drawing 1	Drawing 1	Drawing 1

The figures indicate the number of recitations per week. For details of the courses, see pp. 15-95 of the "High School Course of Study," printed June, 1905.

## COMMERCIAL COURSE.

	1ST YEAR.	2ND YEAR.	3RD YEAR.	4TH YEAR.
Required	English 4	English 4	Bookkeeping 10	History 3
	Algebra 5		Com'l Arith. 5	Stenography 10
	History 3		Correspondence 2	Typewriting 5
			Com'l Law 3	Corresp'dence 1½
			Penmanship 2½	Spelling 1
			Spelling 2½	Penmanship 2½
	1ST YEAR.	2ND YEAR.	3RD YEAR.	4TH YEAR.
Elective	Latin 5	Latin 5		
	Science 5	Science 5		
		History 3		
		Geometry 5		
	Music 1	Music 1	Music 1	Music 1
	Drawing 1	Drawing 1	Drawing 1	Drawing 1

## GENERAL COURSE.

	1ST YEAR.	2ND YEAR.	3RD YEAR.	4TH YEAR.
Required	English 4	English 4	English 4	English 4
	Algebra 5	History 3	History 3	History 3
	Latin 5	Latin 5	Latin 5	Latin 5
	Science 5	Science 5	Science 5	Science 5
Elective	History 3	French 5	French 5	French 5
		Geometry 5	German 5	German 5
			Algebra } 5	Algebra } 5
			Geometry } 5	Geometry } 5
				Trigonometry } 5
	Music 1	Music 1	Music 1	Music 1
	Drawing 1	Drawing 1	Drawing 1	Drrwing 1

The figures indicate the number of recitations per week. For details of the courses, see pp. 15-95 of the "High School Course of Study," printed June, 1905.

DAILY PROGRAM, HIGH SCHOOL, DOVER, N. H.

Bells.	Room 3. Mr. Batt'rd's	Room 11. Mr. Smith.	Room 10. Miss Jordan.	Room 5. Miss Ham.	Room 8. Miss Peacock	Room 9. Miss Cooper.	Room 6. Miss Nesbitt	Room 7. Mr. Lundson.	Room 1. Miss Hammond.	Room 13. Miss Barr.	Ass. Hall. Mr. French.
8:35	Sup'v'is'n	II. Physics A. (Elem.)	IV. Latin.	I. English C. W. F. II. Med & Mod History. M. T. T.	I. Algebra B.	III. French.	II. English A. M. T. T. F.	III. Commercial Arithmetic.	IV. Typewriting I. An. History A M. T. T.	II. Drawing W.	
9:30				I. English B. M. Th. III. Eng. Hist. T. W. F.	II. Geom. A.	III. German	IV. English. M. T. T. F.	III. Commercial M. W. F. Correspond'e T. T.	IV. Stenography and Typewriting.	IV. Drawing W.	
10:13				I. English A M. T. W. T.	II. Geom. B.	II. French A.	III. English B. M. T. W. T.	III and IV. Penmanship. III. Spelling. IV. Correspond'e. M. T. T.	IV. Spelling. W. F. I. Anc. Hist. B. M. T. T.	I. Drawing C W.	I. Music. F.
11:05	I. Latin B. W. Superv'on	IV. Chemistry	III. Latin.								

# RECESS.

11.23	I. Latin B. M. T. T. F. Superv'n.	I. Phy. Geog. Botany.	II. Greek.	IV. U. S. Hist. M. T. T.	III. Algebra. Geometry	IV. French.	II. English B. M. T. W. T.	III. Bookkeeping.	IV. Stenography and Typewriting. W. F.	I. Drawing A and B. W.	II. Music. F.
12.15											
1.07	IV. Adv. Alg'a Sol. Geom. Trig'mtv.	III. Ad. Phys.	II. Latin.	I. English B W. F. English C. M. Th.	I. Algebra A	II. French B.	III. English A. M. T. T. F.	III. Bookkeeping	IV. Stenography and Typewriting.	III. Drawing. W.	

CLASS I.—Entering Class.

CLASS II.—Second Year.

CLASS III.—Third Year.

CLASS IV.—Graduating Class.

Chorus Practice Fridays, sixth period, 12.25—1.05.

Thursday Afternoon Session, 2.30—4, for "make-up" work and assistance.

Following is a list of the various studies in the High school courses with the number of pupils pursuing each during the year ending June, 1906:

English grammar.....	90
English literature.....	212
Composition.....	212
Rhetoric.....	212
Vocal music.....	185
Drawing.....	81
Algebra.....	123
Geometry.....	73
Physics.....	32
Chemistry.....	4
Botany.....	29
Physical geography.....	39
Latin.....	107
Greek.....	5
French.....	91
German.....	6
English history.....	0
Greek history.....	72
Roman history.....	55
Mediaeval history.....	30
Commercial law.....	22
Correspondence.....	33
Stenography.....	11
Typewriting.....	11
Spelling.....	33
Penmanship.....	33
Bookkeeping.....	22
Commercial arithmetic.....	22
Trigonometry.....	3
Elementary harmony.....	42

## PROGRAMS OF GRADUATING EXERCISES.

## SAWYER SCHOOL.

MUSIC—Leaving Port, The Class.

RECITATION—We See Dimly in the Present,

Marion Nash.

RECITATION—Counsel and Advice to Young Men,

Tyler Proctor.

RECITATION—The Two Roads,

Raymond Foss.

MUSIC—Annie Laurie,

The Class.

RECITATION—Prelude to the Vision of Sir Launfal,

Della Worster.

PRESENTATION OF THE DIPLOMAS,

Mr. Geo. D. McDuffee.

MUSIC—Fairies Trip,

The Class.

## BELKNAP SCHOOL.

MORNING INVITATION,

School.

VIOLIN DUET, Clara Buckley and Wallace Varney.

ON THE MOUNTAIN LIFE IS FREE,

Quartet—Tibbetts, Russ, Varney, Whitehead.

WHEN LIFE IS BRIGHTEST,

Girls' Song.

VIOLIN SOLO,

Wallace Varney.

KING OF THE FOREST AM I,

School.

OUT ON THE DEEP,

Boys' Song.

VIOLIN DUET,

Buckley and Varney.

VOCAL SOLO,

Philip K. Whitehead.

OVER THE MEADOWS FAIR,

Quartet.

PRESENTATION OF PEDESTAL,

Harold Stone.

VIOLIN SOLO,

Varney.

CLASS PROPHECY,

Stone.

HARK, THE AWAKENING CALL,

School.

PRESENTATION OF DIPLOMAS,

Dr. Fairbanks.



## CENTRAL HALL SCHOOL.

SONG—Hark the Call,	Chorus.
WELCOME,	Eulie Danforth.
HISTORY,	Thomas Davis.
ADDRESS TO UNDERGRADUATES,	Lydia Long.
SONG—Fairyland Waltz,	Chorus.
CHRONICLES,	Allen Richmond.
RECITATION,	Annie Vennard.
SONG—Over the Meadows,	Chorus.
PROPHECY,	Percy Pepin.
WILL,	Harold Fitzgerald.
FAREWELL,	Florence Stirling.
CLASS SONG,	Chorus.
PRESENTATION OF DIPLOMAS,	Supt. A. H. Keyes.

## GRADUATES OF THE GRAMMAR SCHOOLS.

## SAWYER SCHOOL.

Merle Hayes Bennett,	Helen Gertrude Mitchell,
Minnie Emily Butler,	Marion Edgerly Nash,
Olive Turner Cate,	Hazel Ruth Cecil Nutter,
Harold William Conlen,	Herbert Raymond Otis,
Irma Elizabeth Dow,	Emily Mewse Popple,
Mabel Florence Foss,	Edith Evelyn Proctor,
Raymond Haskell Foss,	Everett Tyler Proctor,
Marion Abby Goggin,	James Henry Russell,
Howard Rufus Henderson,	Leland Dennett Stevens,
Myra Elisabeth Henderson,	Grace Evelyn Stuart,
Philip Albert Kimball,	Minnie Alice Thayer,
Alden Levi Lane,	Leah May Wessenger,
Marietta McLaughlin,	Gladys Marion Whitehouse,
	Della Olivia Worster.

## BELKNAP SCHOOL.

Clara Buckley,	John Percival Clark,
Dora Marjorie Badger,	James Ford,
Mary Austin Cartland,	Philip Clement Foster,
Helen Mildred Farnham,	George Scates Gibbs,
Frances Gertrude Kelley,	Thomas Louis Grady,
Mary Ellen Pickup,	John Henry Greenaway,
Josephine McDuffe Rollins,	Walter Bernard Hammond,
Beatrice Maude Richmond,	Leon Frank Parsons,
Florence Arvilla Russ,	Ralph Mortimer Ridings,
Lora Lucille Swaine,	Walter Raymond Stackpole,
Marion Helen Tibbetts,	Harold George Stone,
Lillian Angela Tinker,	Wallace Gallinger Varney,
Mae Ruth Wilson,	Philip Kay Whitehead,
Grace Wendell York,	Grenville Whitney,
Robert Alan Stevenson.	

## CENTRAL HALL SCHOOL.

Thomas Albert Davis,	Arthur Brewster Pinkham,
Georgie Eulie Danforth,	Allen Pierce Richmond,
Harold Charles Fitzgerald,	Margaret Jane Ross,
Morton Fry,	John Francis Joseph Smith,
Elsie Gertrude Hornig,	Delmore Hall Spurling,
Lydia Long,	Florence Wyman Stirling,
Thomas Edmu'd Loughlin,	Annie Elizabeth Vennard,
Mary Ellen Mathes,	Ralph Stephen Walker,
Robert Henry McNeil,	Leroy Freeman Cater,
Ralph Edward Morang,	Susan Margaret Shaw,
Herbert Francis O'Brien,	Florence May Bassett,
Percy Edmund Pepin,	Florence Edith Pray,
Raymond Hayes Perkins.	

# **PROGRAM FOR SPECIAL TEACHERS AND JANITORS.**

1906-1907.

## **MUSIC—ARTHUR E. FRENCH.**

### **WEEKLY.**

Wednesday—A. M. Welch, 8.30 to 8.45; Hale, 9.00 to 10.45; Belknap, (Grades 5-6), 11.00 to 11.30. P. M. Garrison Hill, 1.15 to 1.45; Varney, 2.10 to 3.30.

Thursday—A. M. Sawyer. (Grades 1 to 4), 8.30 to 10.00; Peirce, 10.15 to 11.30. P. M. Sawyer, (Grades 5 to 8), 1.30 to 3.30.

Friday—A. M. Sherman, 8.30 to 9.40; High school, 9.50 to 1.10. P. M. Belknap, (Grades 5 to 7), 2 to 3.30. High school, (Grades 7, 8 a, 8 b):—

Friday—A. M. 8.30 to 9.50. Friday—P. M. 2. to 3.30.

Thursday—P. M. 2 to 3.30.

#### **Term 1.**

Sept. 21.	Sept. 28.	Oct. 5.
Oct. 19.	Oct. 26.	Nov. 1.
Nov. 16.	Nov. 23.	Nov. 29.
Dec. 14.		

#### **Term 2.**

	Jan. 4.	Jan. 10.
Jan. 25.	Feb. 1.	Feb. 7.
Feb. 22.	Mar. 1.	Mar. 7.
Mar. 22.	Mar. 29.	

#### **Term 3.**

		April 11.
April 26.	May 3.	May 9.
May 24.	May 31.	June 6.

Upper Neck and Lower Neck—Sept. 19, Nov. 1, Jan. 9, Feb. 21, April 17, May 9.

Back River—Sept. 19, Oct. 31, Jan. 10, Feb. 27, April 18, May 8.

Days out of town—Wednesday A. M., Oct. 31, and all day Jan. 23.

Teachers in the graded schools will not expect the Supervisor on dates assigned to Ungraded Schools, to "Out of Town," and to the Grammar grades in the High school.

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### DRAWING---LOTTIE J. BURR.

#### WEEKLY.

Tuesday---A. M. Sawyer, (Grades 5 to 8), 8.30 to 11.30. P. M. High, (Grades 7, 8a, 8b), 1.30 to 3.30.

Wednesday---High, 8.30 A. M. to 1.15 P. M. Sherman, (Grades 1, 5, 6), 2.00 to 3.30.

Friday---A. M. Belknap, (Grades 5 to 7), 8.30 to 11.30.

#### BI-WEEKLY.

Thursday---A. M. Peirce, 8.30 to 10.50; Garrison Hill, 11.15 to 11.50. P. M. Sawyer, 1.30 to 3.30. Sept. 20; Oct. 4, 18; Nov. 1, 22; Dec. 6, 20; Jan. 10, 24; Feb. 7, 21; Mar. 7, 21; April 11, 25; May 9, 23; June 6.

Thursday---A. M. Hale, 8.30 to 10.50. Welch, 11.10 to 11.30. P. M. Varney, 1.30 to 3.30. Sept. 13, 27; Oct. 11, 25. Nov. 8, 29; Dec. 13; Jan. 3, 17, 31; Feb. 14, 28; Mar. 14, 28; April 18; May 2, 16, 30; June 13.

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### JANITORS.

#### HIGH SCHOOL.

George F. Hersey, residence 40 Grove street.

5.30 to 10.45 A. M. 12.30 to 4.00 P. M. Six days per week.

## SOUTH SIDE.

George H. Patterson, residence 42 Atkinson street.

Varney, 8.00 to 8.30 A. M.; 2.15 to 3.00 P. M.

Belknap, 8.45 to 9.15 A. M.; 1.30 to 2.00 and 3.15 P. M.

Hale, 9.30 to 10.00 A. M.; 3.30 to 4.00 P. M.

## NORTH SIDE.

Martin J. Galligan, residence 39 Fourth street.

Sawyer, 8.15 to 9.00; 10.05 to 10.30 A. M. 1.25 to 2.15  
P. M.

Sherman, 9.05 to 9.30 A. M. 12.45 to 1.10; 3.00 to 3.30  
P. M.

Peirce, 9.35 to 10.00; 11.30 A. M. 2.40 to 3.00; 3.30 to  
3.45 P. M.

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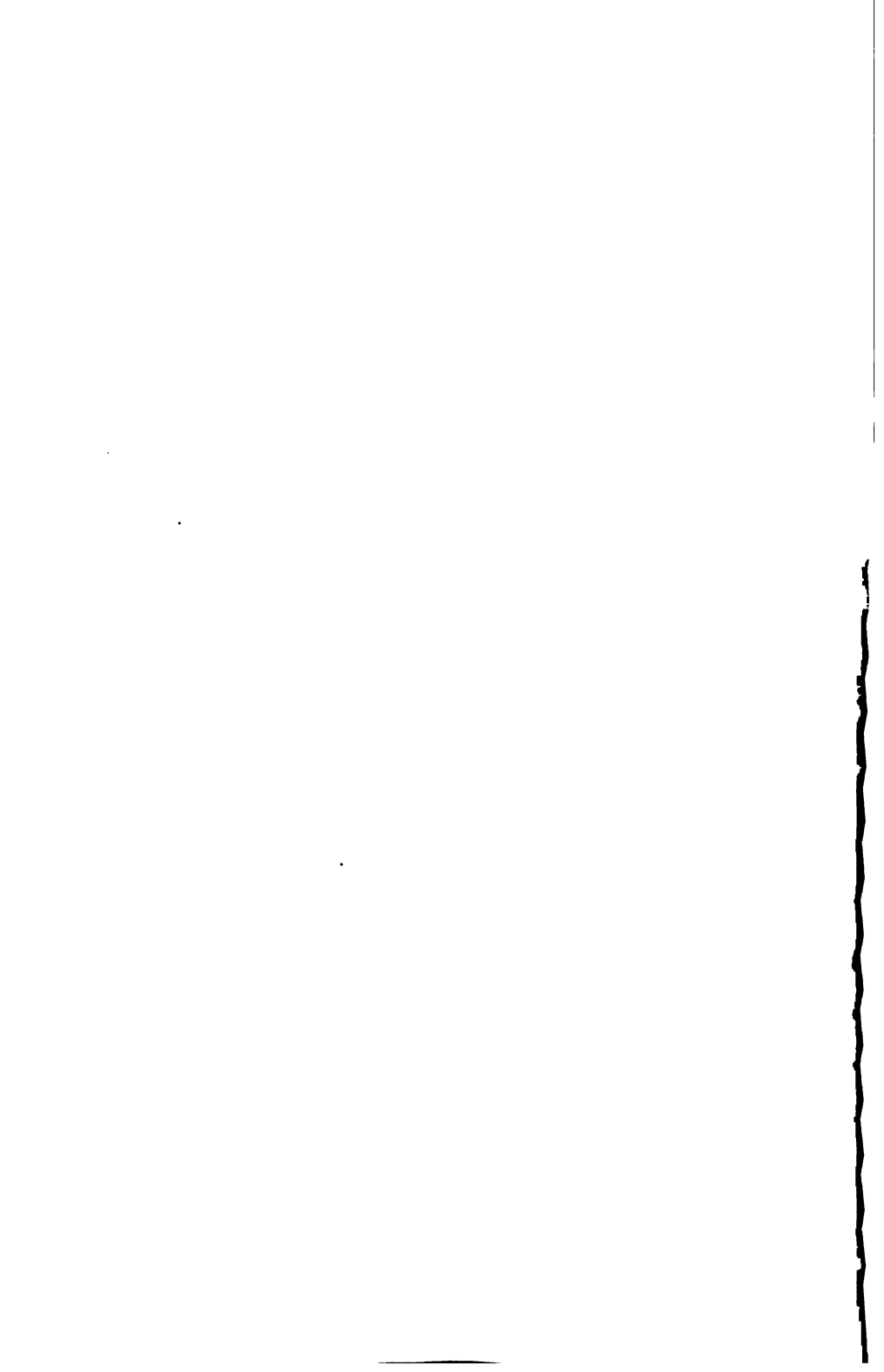
# PUBLIC SCHOOLS

DOVER, NEW HAMPSHIRE

NINETEEN HUNDRED AND SEVEN







THIRTY-EIGHTH ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF DOVER, N. H.,  
FOR THE  
YEAR ENDING DECEMBER 31, 1907.



DOVER, N. H.:  
H. E. HODGDON, PRINTER.  
1907.

Dover, N. H. , January 6, 1908.

TO THE CITY COUNCILS OF THE CITY OF DOVER :

By vote of the school committee of the city of Dover, I have the honor to communicate to you the annual report of said committee to the city, adopted January 6, 1908, as prescribed by section 12, chapter 92, of the public statutes of the state of New Hampshire, of which report the reports of the superintendent of schools, the committee on finance and claims, the principal of the high school, the music teacher, and the truant officer, also herewith presented, were, by vote of the school committee made a part.

Respectfully submitted,

JAMES H. SOUTHWICK.

Secretary.

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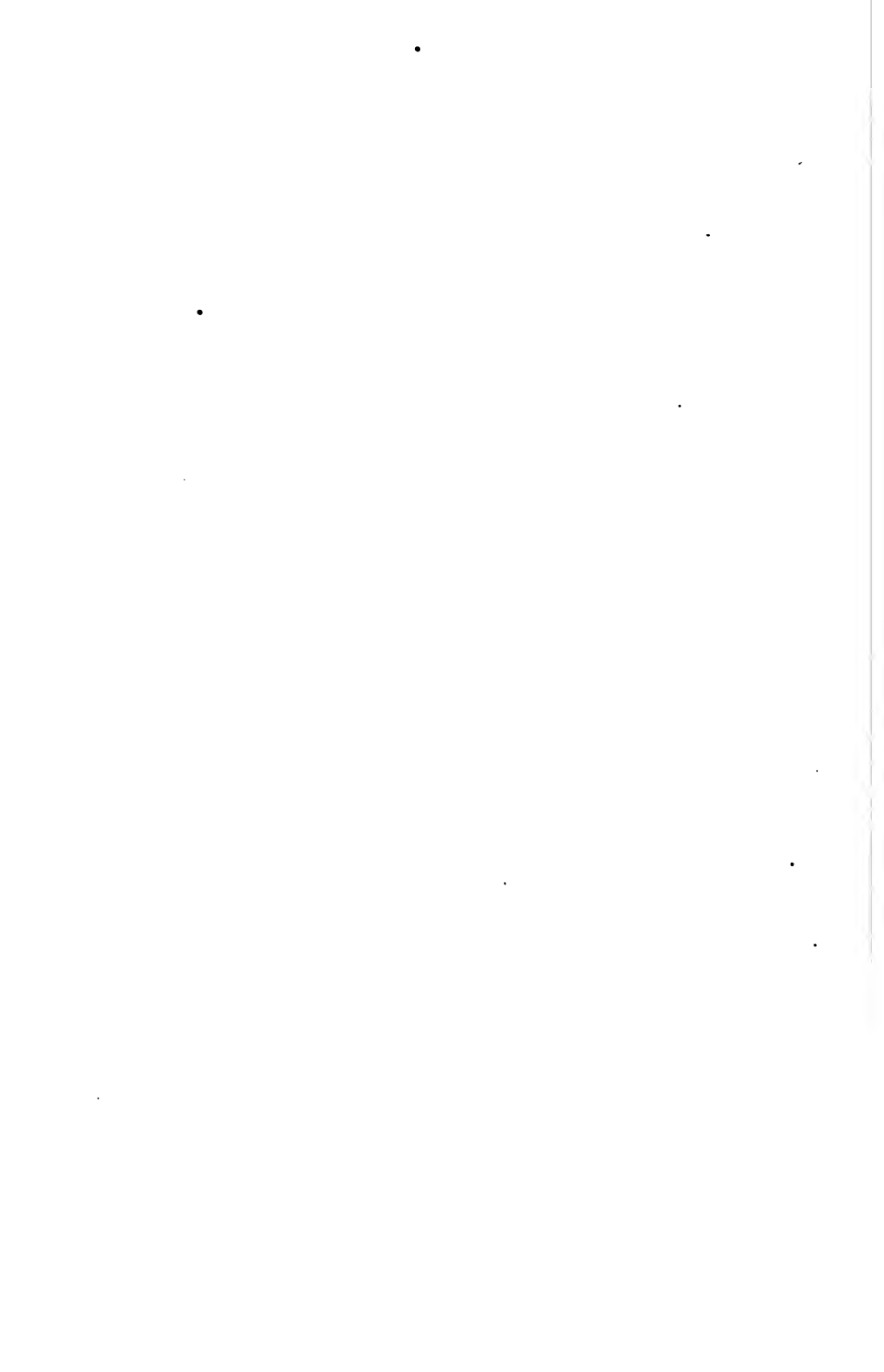
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# ANNUAL REPORT

## OF THE

### SCHOOL COMMITTEE

FOR THE YEAR 1907.

In accordance with the laws of the state of New Hampshire, the school committee of the city of Dover, presents its report for the year 1907, it being the thirty-eighth in the series of reports of the city district.

#### THE SCHOOL COMMITTEE, 1907.

Members.		Term expires.
George J. Foster,	Ward 1.....	Jan. 1908.
Charles E. Wendell,	“ 1.....	Jan. 1909.
Mrs. Edna F. Rines,	“ 2.....	Jan. 1908.
Mrs. Ellen T. Scales,	“ 2.....	Jan. 1909.
George E. Buzzell,	“ 3.....	Jan. 1908.
Charles A. Fairbanks,	“ 3.....	Jan. 1909.
Allen P. Richmond, Jr.,	“ 4.....	Jan. 1908.
John E. Anthes,	“ 4.....	Jan. 1909.
James N. Whelan,	“ 5.....	Jan. 1908.
Andrew Killoren,	“ 5.....	Jan. 1909.

#### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1.....	Jan. 1909.
James H. Southwick,	“ 2.....	Jan. 1908.
Henry E. Shattuck,*	“ 3.....	Jan. 1909.
George E. Hall,	“ 4.....	Jan. 1908.
James F. Dennis,	“ 5.....	Jan. 1909.

Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday of each month, at half-past seven o'clock, P. M.

\*Resigned Nov. 1907. Frederic E. Smith was elected to fill his place.



## ORGANIZATION FOR 1907.

---

Chairman,

GEORGE J. FOSTER,  
4 Hough Street.

---

Secretary,

JAMES H. SOUTHWICK,  
665 Central Avenue.

---

## SUB-COMMITTEES.

Qualifications of teachers—Foster, (ex-officio), Hall, Mrs. Rines, Buzzell, Mrs. Scales, Richmond.

Finance and claims—Fairbanks, Southwick, Wendell Anthes, Foster.

Text-books—Hall; Southwick, Fairbanks, McDuffee, Buzzell.

Music and drawing—Anthes, Shattuck, Southwick, Mrs. Scales, Mrs. Rines.

Health—Richmond, Killoren, Shattuck, Anthes, Dennis.

High school—Foster, (ex-officio), Hall, Fairbanks, Wendell, Anthes, Killoren.

Grammar schools—McDuffee, Fairbanks, Hall, Buzzell, Wendell.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Ungraded schools—Wendell, McDuffee, Mrs. Scales, Richmond, Dennis.

Evening school—Killoren, Shattuck, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Wendell, Richmond.

Truancy—Dennis, Anthes, Buzzell.

Auditors—McDuffee, Shattuck.

Superintendent of Schools,  
**AUSTIN H. KEYES, PH. D.,**  
 Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M.  
 Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays,  
 Wednesdays, and Thursdays, 4 to 5 P. M. Saturdays, 8  
 to 10 A. M.

---

Treasurer,  
**WILLIAM K. CHADWICK,**  
 Office, City Building.  
 Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

---

Truant Officer,  
**VALMORE H. CAVERLY,**  
 Residence, 17 Kirkland Street,  
 Office, City Building.  
 Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on  
 school days.

---

### THE SCHOOL COMMITTEE, 1908.

Members.		Term expires.
George J. Foster,	Ward 1.....	Jan. 1910.
Charles E. Wendell,	" 1.....	Jan. 1909.
Mrs. Edna F. Rines,	" 2.....	Jan. 1910.
Mrs. Ellen T. Scales,	" 2.....	Jan. 1909.
George E. Buzzell,	" 3.....	Jan. 1910.
Charles A. Fairbanks,	" 3.....	Jan. 1909.
Allen P. Richmond, Jr.,	" 4.....	Jan. 1910.
John E. Anthes,	" 4.....	Jan. 1909.
James N. Whelan,	" 5.....	Jan. 1910.
Andrew Killoren,	" 5.....	Jan. 1909.

## CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1.....	Jan. 1909.
James H. Southwick,	" 2.....	Jan. 1910.
Frederick E. Smith,	" 3... ..	Jan. 1909.
George E. Hall,	" 4.....	Jan. 1910.
James F. Dennis,	" 5.....	Jan. 1909.

Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday of each month, at half-past seven o'clock, P. M.

## ORGANIZATION FOR 1908.

Chairman,

GEORGE J. FOSTER,  
4 Hough Street.

Secretary,

JAMES H. SOUTHWICK,  
665 Central Avenue.

## SUB-COMMITTEES.

Qualifications of teachers—Foster, (ex-officio), Hall, Mrs. Rines. Buzzell, Mrs. Scales, Richmond.

Finance and claims—Fairbanks, Southwick, Wendell, Anthes, Foster.

Text-books—Hall, Southwick, Fairbanks, McDuffee, Buzzell.

Music and drawing—Anthes, Smith, Southwick, Mrs. Scales, Mrs. Rines.

Health—Richmond, Killoren, Smith, Anthes, Dennis.

High school—Foster, (ex-officio), Hall, Fairbanks, Wendell, Anthes, Killoren.

Grammar schools—McDuffee, Fairbanks, Hall, Buzzell, Wendell.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Ungraded schools—Wendell, McDuffee, Mrs. Scales, Richmond, Dennis.

Evening school—Killoren, Smith, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Wendell, Richmond.

Truancy—Dennis, Anthes, Buzzell.

Auditors—McDuffee, Smith.

Superintendent of Schools,

AUSTIN H. KEYES, Ph. D.,

Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays, and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,

WILLIAM K. CHADWICK,

Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,

VALMORE H. CAVERLY,

Residence, 17 Kirkland Street,

Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

**CALENDAR ADOPTED JUNE, 1907,****FOR THE YEAR 1907-1908.**

**All schools open September 9, 1907, for fifteen weeks to December 20, 1907.**

**Vacation two weeks.**

**All schools open January 6, 1908, for thirteen weeks to April 3, 1908.**

**Vacation one week.**

**All schools open April 13, 1908. High, ten weeks to June 19, 1908; other schools, nine weeks to June 12, 1908.**

## REPORT OF CHAIRMAN.

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### TO THE SCHOOL COMMITTEE:--

The year just closed has been an important one in the history of the schools of our city and has shown material advancement especially in the lines of higher education. Our high school had an enrollment last term of 289 pupils, the largest in the history of the school. A year ago the enrollment was 230. Changes in the curriculum and a general rearrangement of studies were made necessary in September owing to the demands of the state superintendent of public instruction. This has added to the expense of conducting the school, not only by the employment of an additional teacher, but by necessary expenditures in other directions.

Mayor White in his inaugural address called attention to the large increase of expenditures in this department since 1897. The reasons for this increase are not hard to find. Ten years ago there were not as many teachers employed as at present and the salaries of the teachers below the high school, with two exceptions, averaged about \$60.00 less per teacher. The maximum salary then was \$444.00 per year, and all of the teachers were not even receiving that sum. In 1906 the committee thought it just, in view of the increased cost of living, to make the maximum salary \$500. At that time the maximum was \$460. The present salary is not, I think, considered excessive by any citizen. Indeed it is a very moderate salary considering the time given by the teachers to their duties which are not all contained in the hours given to the school room. Much time and thought is devoted to their calling outside of school hours. Many of these teachers have given

years to the service and they should not be required to expend all their earnings in the cost of living. Something should be retained for that day of ill health with possible loss of income. Our teachers are very faithful and deserve well of this community. No more noble calling can be named than that which aids in the development of the minds and character of our youth who owe much of their success in life to the work of these faithful mentors. It is not conducive to best results to place as many scholars under each teacher as was formerly done. This has necessitated the employment of more teachers. Ten years ago there were but six teachers in the high school, now ten are hardly enough to take care of the increased attendance.

Another matter which adds about \$2,000 a year to the expenses of this department is the janitorship of the high school and library building and the cost of fuel for these buildings, both of which items cost about \$2,800 per year. Of this sum the library pays only \$800, leaving \$2,000 chargeable to schools. Transportation of children from the rural districts also costs much more than formerly and there are other necessary expenditures which account for the increase. Certain it is that no money is wasted in this department and the city receives full value for every dollar expended. Our schools are the pride of our people and compare favorably with those anywhere in New England. People from the surrounding towns are appreciating more and more the value of the privileges here offered and are sending their children in increasing numbers here to their very great advantage.

The evening school is assuming an importance in our educational system hardly thought of a few years ago. The enrollment is constantly increasing and during the recent term more teachers were employed than ever before. Young men of various nationalities have availed themselves of this opportunity to acquire an in-

sight into our language to place themselves in line for American citizenship. The day schools are not available for these people, and were it not for the evening school, they would have no means of acquiring any knowledge of our language and customs, excepting such as might be acquired by contact with our people in their daily labors.

In this connection, I desire to bear testimony to the very able conduct of our schools by Superintendent Keyes. Under his four years' management great progress has been made, and he has proved an able educator and capable executive. Our schools are now on a very high plane and will continue to maintain a position in the fore front of the public schools of the state.

I wish to thank the members of the board and Superintendent Keyes for their courtesy and help during the five years of my chairmanship. I can hardly realize that it has been so long. But time is no sluggard and "rolls on and on" unceasingly. Many changes have taken place in that time, the most important of which is the construction of the new high school building enabling us now to compete with any city in the state in the matter of higher preparatory education, essential alike to the college student and the pupil who must go into life's activities without the training of the college or university.

For details of administration, statistical information, and other matters pertaining to our schools, I would refer you to the report of the superintendent of schools.

The report of the finance committee showing revenue and disbursements will also be of interest.

Respectfully submitted,

GEO. J. FOSTER,

Chairman.



# ANNUAL REPORT

## OF THE

### COMMITTEE ON FINANCE AND CLAIMS.

TO THE SCHOOL COMMITTEE:—

The committee on finance and claims makes the following report as to the receipts and expenditures of the board during the year ending 1907.

The resources of the committee, apart from the special appropriation for evening school and text-books were as follows :

#### RESOURCES.

Balance from 1906.....	\$209 84
Appropriation by law.....	31,560 00
Appropriation in addition.....	1,690 00
Tuition from non-resident pupils.....	1,941 00
From dog licenses.....	1,264 70
Literary fund from state treasurer.....	924 76
From library for janitor and coal.....	800 00
	\$38,390 30

#### EXPENDITURES.

Expended.....	\$38,469 61
Deficit.....	79 31

#### GENERAL EXPENSE ACCOUNT SUB-DIVIDED.

Fuel.....	\$3,577 75
Salaries.....	28,936 15
Care of rooms.....	2,688 59
Books, printing, and stationery.....	402 61

Transportation.....	\$1,981 00
Miscellaneous.....	883 51
	<hr/>
	\$38, 469 61

## SPECIALS.

### TEXT-BOOKS AND SUPPLIES.

Balance from 1906.....	\$15 57
Appropriation for 1907.....	1,900 00
Sale of books.....	62 44
	<hr/>
	\$1,978 01
Expended, 1907.....	1,968 54
	<hr/>
Balance.....	\$9 47

### EVENING SCHOOL.

Balance from 1906.....	\$133 14
Appropriation for 1907.....	600 00
	<hr/>
	\$733 14
Expended.....	663 30
	<hr/>
Balance.....	\$69 84

## BALANCES.

### DEFICIT.

General appropriation.....	\$79 31
----------------------------	---------

## SURPLUS.

Text-books and supplies.....	\$9 47	
Evening school.....	69 84	
	<hr/>	\$79 31
Balance December 31, 1907.....		\$00 00

Respectfully submitted,

CHARLES A. FAIRBANKS,  
J. H. SOUTHWICK,  
CHAS. E. WENDELL,  
J. E. ANTHERS,  
GEO J. FOSTER.

---

## AUDITORS' REPORT.

We, the undersigned, have examined the books, papers and accounts of W. K. Chadwick, treasurer of the school committee, and find them correctly kept, rightly cast and vouched for, and find that the appropriation has been all expended, and no balance remains in the hands of the treasurer.

We have also examined the receipted bills in the hands of the secretary, and find them to be properly approved by the committee on finance and claims, receipted in full, and to correspond with the orders of the treasurer drawn therefor.

GEO. D. McDUFFEE,  
FREDERIC E. SMITH,  
Auditors.

Dover, N. H., December 31, 1907.

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## ESTIMATES FOR 1908.

TO THE SCHOOL COMMITTEE:

The committee on finance and claims, having care-

fully considered the necessities of the schools for the year 1908, reports as follows :

#### GENERAL APPROPRIATION.

Fuel .....	\$3,575 00
Salaries.....	29,160 00
Care of rooms and cleaning.....	2,800 00
Books, printing, stationery.....	400 00
Miscellaneous.....	900 00
Transportation .....	2,000 00
Deficit .....	79 31
Unpaid bills for 1907.....	70 00

---

\$38,984 31

#### RESOURCES (ESTIMATED).

Literary fund from state treasurer.....	\$900 00
Tuition.....	2,000 00
Dog licenses.....	1,300 00
Library for janitor and fuel...	1,100 00
	<hr/>
	\$5,300 00

---

Needed from city by appropriation..... \$33,684 31

#### TEXT-BOOKS.

Estimated cost of text-books and supplies. \$1,900 00

#### EVENING SCHOOL.

An appropriation for evening school ..... \$700 00

---

#### APPROPRIATIONS FOR 1908.

##### TO BE EXPENDED BY THE SCHOOL COMMITTEE.

For school purposes as required by law.... \$29,692 50

In excess of required sum.....	\$3,807 50
Text-books and supplies.....	1,900 00
Evening school.....	700 00

TO BE EXPENDED BY THE CITY COUNCILS.

Repairs of schoolhouses.....	\$1,800 00
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**ANNUAL REPORT**  
**OF THE**  
**SUPERINTENDENT OF SCHOOLS.**

---

TO THE SCHOOL COMMITTEE OF THE SCHOOL DISTRICT OF THE CITY OF DOVER :

I have the honor to submit my fourth annual report, it being the twenty-ninth in a series of similar reports.

Statistics concerning the enrollment of pupils, the attendance, etc., based on the school year from Sept. 1, 1906, to June 30, 1907, and the financial statistics based on the fiscal year, are incorporated in this report under their proper headings.

**THE SCHOOL WORK.**

Looking at the work of this year as a whole I believe substantial gains have been made. The teachers are considering carefully every detail of our course of study ; they are adapting one part to another, so that there may be close relations and close articulations ; they are finding the weak spots in the course where revision should be made and they are studying to get the best results for every moment of the school year. Already it has been found best to revise the course in arithmetic, and grade meetings have been held in which I have used the experience of the teachers of each grade, and have made such revisions as were necessary, so that the teachers can do their work well.

The field of arithmetic should be narrowed to the essential topics. It has occupied too much time in former curricula ; it was placed in the forefront as the most important subject ; now, the lime-light is turned upon

the study of English, and justly so. For the value of a thorough training in the mother tongue is incalculable, the ability to speak and write, read and appreciate the English language is worth more than gold and silver.

Arithmetic is finding its proper place. It is a useful study in the narrow field of the four simple rules, in common and decimal fractions, in percentage and in mensuration; it is useful in training the mind to logical reasoning and to secure accurate results. Its usefulness ends here. Some psychologists claim that the power to reason secured by working problems in arithmetic is of no avail beyond the problem work. This is a mooted point that may never be settled. We are all agreed, however, that each different field of thought requires its own kind of logical reasoning, and the highest type of this reasoning is secured only by practice in each separate field. As a consequence of this truth, while a child may do excellent work in one particular line of thought, he can never be at his best in another line, until he has had much practice there. The general principles of reasoning obtained from the study of arithmetic, and especially the syllogism so commonly employed will be of value in other studies requiring logical thought, but these principles can be well established by the simple and the usable work in arithmetic; hence, the limit of work in arithmetic should not extend beyond the useful. Many subjects, such as equation of payments, compound proportion, true discount, annual interest, cube root, complex fractions, etc., are not useful except for mental gymnastics. The minds of the pupils can be better developed by such studies as English and history, while the content of these two subjects is far more serviceable than the content of arithmetic.

We have endeavored to eliminate from our course in arithmetic the non-essential parts. By doing this we

will be able to give more time to vital matters and we hope to secure greater accuracy both in reasoning and in mechanical work. The course has been studied carefully, and in the revision the work of each grade has been relieved so as to give time for constant reviews. To my mind the ideal power in arithmetic is this: the pupil at the end of the course has the ability to do exact work in the four simple rules, in common and decimal fractions, in percentage, and in simple mensuration; he sees the inter-relations of all of the parts and can solve with ease the common arithmetical problems of life; while his knowledge of arithmetic is not broad, it is deep and thorough and exact, and carries with it good logical reasoning.

Some people claim that our pupils in arithmetic do not see the inter-relations of the parts; their minds cleave only to the work at hand, their view has a very narrow range, and their reasoning flows in a limited channel. This criticism in some respects is true. We have enriched our curriculum in various ways without reducing the quantity already in the course. This has made in the minds of the pupils a superficiality of knowledge and power which can only be remedied by eliminating the non-essential and presenting the valuable parts of each subject, and, in addition, by closely correlating the latter with all of the work of the course.

In connection with this criticism there is another thought to be considered, that children have the minds of children and that they do not come to their complete powers in reasoning, in deep sight, and in broad view, until they leave school and reach their full maturity. Looking at children with an adult mind we sometimes expect too much of them. We must remember the words of St. Paul: "When I was a child, I spake as a child, I thought as a child, I understood as a child." Only when the child becomes a man does he put away "childish things."



There is another fact bearing upon this same point. It has been my fortune, sometimes misfortune, to examine pupils entering our schools from all parts of New England. With hardly an exception I have been obliged to place these pupils in our schools one grade lower in arithmetic than they were in the schools which they formerly attended. Since the same examinations were given to pupils moving into the city as to our own pupils, this shows that our pupils are passing stronger examinations in arithmetic than the pupils of corresponding grades in other parts of New England so far as we have examined. I do not cite this as an example of the superiority of our schools, since we know that the schools of other cities may be strong where we are weak; but I have used this to show the fact that in comparison with the schools of other places arithmetic is not a weak subject with us. We are not yet as strong as I would like, and we are not as strong as we shall be in a few years under our new system; but we must always remember that even when arithmetic is taught best, the child assimilates it as a child and cannot get a perfect view nor a deep insight.

The other studies of the common school course are carried on very smoothly. The teachers take great pains with the reading, both for the oral presentation of the thought and its clear comprehension by the pupils, remembering well the oft-quoted speech of Hamlet's uncle: "Words without thoughts never to heaven go." We are giving especial emphasis to silent reading with oral and written reproduction of the thought, knowing that in the upper grades the pupil, and later on the man, will read silently more than aloud and he will read for the thought alone.

In language the teachers are trying to get from their pupils ease and correctness of speech and a fair degree of fluency in writing. The foundation principles of grammar are laid in the seventh and eighth grades.

In spelling we are making the work definite, such a vocabulary to be learned each year, both the meaning of the words and the spelling. There ought to be and there will be at the end of the eight-year course a good knowledge of the orthography of five thousand words at least in the case of the majority of the pupils, and in addition they will possess a working knowledge of the etymology of many of these words, and the meaning of nearly all.

In penmanship we still adhere to the vertical system, although the general movement in this country is towards the adoption of the medial or half slant. Some of the best authorities in this subject claim that the vertical is slow, and the old slant is illegible, therefore the best results can be secured by a modified or half slant which retains the round forms of the vertical and permits good speed because of the forward slant of the letters. This argument sounds plausible and the conclusion in all probability is true. However beautiful a theory may be, it is not wise at present to discard an old practice that has served us well. We have taught vertical now for a number of years; the teachers know perfectly the letter forms; the pupils in the lower grades write a legible hand with sufficient speed, and the pupils of the upper grades write a good legible hand with a free forearm movement and with speed enough for business men.

I have written at considerable length upon the foundation studies of our schools, believing that it is of vital importance to lay this foundation secure, nor in doing this, is there need of neglecting geography, history, literature and other culture studies; all can be welded together in a good education.

#### SCHOOL FINANCES.

The school finances are run as economically as pos-

sible and there is a complete return for every dollar expended.

It is the policy of this city, time honored through long custom to pay the city employees all that is due them before the end of the fiscal year. About the middle of December the mayor calls for all outstanding bills against the city, and all of these bills are paid, and, besides, all the city employees except the teachers are paid their salaries before the treasurer's books are closed. This discrimination is not just. The teachers have earned their salaries on December 20; many of them go home to spend their Christmas vacation, and they need their money for vacation and for Christmas presents. The finance committee of the school board recognized this fact last year and by the closest economy saved money enough at the end of the year to pay all but six teachers their December salaries when due. In January this same committee asked for the same appropriation as the year before. They expected to pay all of the teachers their December salaries at the close of the Fall term. To their disappointment this appropriation was cut down about \$2,000.

I felt that the finance committee of the city councils did not fully understand our condition and requested the privilege to present to them a statement of the school finances for the year, so that it might be seen what we needed to pay our bills and to deal justly with our employees. This request was granted. The meeting was held on December 3, in the mayor's office. The committee very carefully considered the matter and granted the needed appropriation. The thanks of the teachers and the school department are heartily given to the mayor, the finance committee, and the city council for their kind consideration and just treatment.

The citizens and tax-payers of the city desire the very best schools; they want them to stand on as high a plane, if not higher than any system of schools

in the state ; and they are ready to pay what such a school system costs. Let us see what it costs to run good schools in our state. It may be assumed that our best schools are in the larger places as they have the advantage of better equipment and better teachers. There are eleven cities in this state. By correspondence with the superintendent of schools in these cities I have obtained the facts given in the table below. The first column contains the names of the cities ; the second column, the appropriation required by law ; the third column, the city appropriation this year for schools, not including text-books, repairs and evening school ; the fourth column, the excess of the city appropriation over the amount required by law ; the fifth column, the rate of city appropriation for schools per one dollar of valuation.

TABLE.

Cities.	Required by law.	City appropriation.	Excess.	Rate per \$1 Val.
Dover .....	\$31,560 00	\$31,750 00	\$190 00	\$.0036
Manchester. . .	119,325 00	130,775 00	11,450 00	.0036
Berlin. ....	9,255 00	25,000 00	15,645 00	.0040
Somersworth..	10,942 50	16,577 83	5,635 33	.0041
Portsmouth...	34,012 50	39,000 00	4,987 50	.0043
Nashua.....	43,620 00	65,870 00	22,250 00	.0043
Keene. ....	20,302 50	32,651 50	12,349 00	.0047
Rochester.....	15,232 50	21,600 00	6,367 50	.0050
Laconia .....	15,397 50	24,000 00	8 602 50	.0051
Franklin.....	11,190 00	15,100 00	3,910 00	.0052
Concord.....	51,195 00	70,751 00	19,556 00	.0059

The average rate for the eleven cities per one dollar of valuation is \$.0045. If our appropriation was made by this rate we would receive from the city \$39,000. This table shows that we are running our school system very

economically when we ask from the city an appropriation of \$34,000.

There has been a small increase in the cost of the schools the last few years. This is due to the fact that our high school in three years has increased from 177 pupils to 287, from six teachers to ten teachers, and that a business department, a room for drawing and botany, and chemical and physical laboratories have been fully equipped. To run the high school as a first class school requires nearly double the money that it did three years ago. This fact and the necessary increase of salaries accounts for the small increase in city appropriation for schools during the last three years. Of this increase \$2,300 is paid to the additional teachers in the high school. We need a city appropriation of \$34,000 to place our school system on a safe financial basis, so as to pay all of our bills. This is about \$2,500 more than the amount required by law. By glancing at the table already given it will be seen that no other city in the state has so small an excess as this.

#### TEACHERS' SALARIES

Our city is moving in the right direction in this respect. Our committee and our people desire to pay the teachers what they are worth to the school system. The high school teachers received a small increase of salaries last June, and there will be the necessity of a further increase next year in justice to the teachers and to retain them in our school system. I hold this to be a self-evident truth that if any one of our high school assistants is worth \$800 or \$900 to a city in Massachusetts, she is worth more than that to us, inasmuch as this teacher understands our work and can do far better for us than she can for a year or more in a strange place. We ought not to lose our good teachers, for there is nothing that destroys the efficiency of a school so much as a frequent change of teachers. It is

many weeks and sometimes a year before a new teacher can do her best. There is a greater loss to the school than the \$100 saved in salary. The committee may say, if you pay one teacher in our high school a good salary, you will have to pay them all the same. This is not so, teachers should be paid what they are worth. They differ from one another in experience, in the character of the work they do, and in the responsibility of their positions, and they can see and understand these differences.

We have an excellent corps of teachers in our high school, and we ought not to lose any of them because they can get better salaries elsewhere. They are teachers growing in ability and power, and their salaries should keep pace with their growth. The increase in the amount of tuition received in this school more than pays for the increase of salaries.

In the grades we are not paying as large salaries as many of our sister cities in this state. The following table will illustrate this statement :

Maximum salary.

Manchester.....	\$600 00
Concord .....	550 00
Portsmouth.....	550 00
Berlin.....	530 00

Our maximum is now \$500. In view of the fact that the cost of living has increased twenty to forty per cent., and in view of the fact that so small an excess above the amount required by law will pay the needed increase of salaries, there should be another year added to our graded salary list, an eighth year, and the salary be placed at \$550. If the schools receive their usual appropriation from the city, this can be done. It is a point of justice to the teacher and a matter for the best interest of the pupils, since it gives us able teachers who remain a number of years in our school system.

It is becoming more and more difficult to get good teachers. There are fewer young women that take up the profession of teaching ; it costs money and years of hard study to prepare themselves for teaching, and they can fit themselves much more quickly for other work not so exhaustive and nerve racking where they can earn as large if not larger salaries than in teaching. Unless the profession of teaching becomes more remunerative, the supply of teachers will grow less and the demand for them can not be met except by placing in our schools the untrained and the inexperienced. Such a policy would be suicidal to good results. By making our maximum salary \$550, we stand on the level at least with every city in the state except Manchester, and we can draw to our schools, when vacancies occur, the best teachers in the state and we can keep them. We can make our schools ideal by means of these able and experienced teachers. This can be done with no larger city appropriation than we received two years ago ; and not so much in proportion as the other cities of the state give to support their schools. If the training of children is the most important duty in the world, it is certainly the part of wisdom to strengthen in every way our school system.

#### TEACHERS' RESIGNATIONS.

There have been very few resignations among the grade teachers this last year, due to the fact that the teachers are now being paid a salary somewhere near what they are worth. If we should make our maximum \$550, we should very rarely lose a teacher on account of the inducement of a better salary elsewhere. Our grade teachers would become a permanent force and like a trained and experienced army would do most efficient service. In the high school the loss of teachers has been small and has not been due to small salaries, but to change of plans in lines of economy. We were very sorry to lose Mr. Knudson from the business

department of the school. He was an able teacher and a faithful worker in the school. The small number in his department demanded for economy's sake that the salary should be smaller for that work.

The loss of teachers for the year are as follows: John B. Knudson and Helen A. Meserve, assistants in the high school; Annie S. Tuttle, grade VII high school; Edna A. Bicknell, grades V VI Belknap school; Ara R. Mason, Upper Neck school; and Lottie J. Burr, teacher of drawing. These vacancies were filled by the following teachers: Vara H. Sawyer and Ruth S. Crosby, assistants in the high school; Edith Whittemore, grade VII high school; Emma Z. Randall, Upper Neck school. Because of the small number of pupils in grade VIII, one of the schools of this grade was abolished and Annie L. Ricker was transferred to grades V and VI Belknap school; the special teacher of drawing was also dropped this year.

#### TEACHERS' MEETINGS.

During the months of September and October I held frequent grade meetings for the revision of the course of study in arithmetic. I commenced also my regular lecture course in October. As last year I have made two divisions of my teachers, high school and grade teachers. The high school teachers meet on the second Wednesday of each month, and the grade teachers on the fourth Wednesday. The lecture course is in pedagogy this year. This is the third year of the course. The first year was given to the history of education, the second year to methods, and the fourth or next year will be occupied by the study of psychology.

The subjects of the lectures this year are :

1. Perception and the training of the senses.
2. Sensibilities or feelings.
3. Apperception.



half. As soon as this bill passes, the city of Dover should prepare to enjoy its benefits. We have two rooms in the high school building now occupied by grades VII and VIII that could be used for industrial education. A course should be arranged to help prepare our young people to work in our home industries. This does not mean that they would learn a trade, for it would be impossible to teach different trades in our high school, but it does mean that the course should be planned to give a general education in the special industries of this city, that the young man or young woman would go out from this course better prepared to take up employment in our leading manufactories. While we cannot carry on trade schools, we ought as far as possible connect our school instruction with the work the child is to do after he finishes school and help him to learn how to do his work well earlier in life.

#### NO-SCHOOL SIGNAL.

The question of striking the no-school alarm is a very important one. There are days when there is a heavy rain storm with strong wind, and there are days of winter when there are blinding snow storms and deep drifts. It is much better at these times for the children to remain at home. On the other hand it must be remembered that the "no-school signal" deprives 1,500 children of instruction in the public schools and 1,000 children in the parochial schools for the day, and it should not be rung except when the children run risks from exposure to storms. Our New England weather is such a variable quantity that one can never tell in the morning what the weather will be in the afternoon, and sometimes even an hour will bring about a striking change; therefore, I find it not wise except in case of deep snow to decide upon the ringing of the "no-school signal", until about the time it should be rung at 7.40

or 7.55 in the forenoon and at 1.05 in the afternoon. This will be sufficient explanation to parents of my reason for not deciding until about the appointed time. The no-school signal has been rung this year :

February 5, all day.

October 8, all day.

November 25, all day.

The following resolutions were adopted March 11, 1892 :

*Resolved*—That the no-school signal, viz : 2-2, 2-2, 2-2, 2-2, struck at 7.40 A. M., shall be considered as a notification that no forenoon session will be held in any of the graded schools ; when struck at 7.55, the signal shall apply to the grammar and primary schools only. The signal for the afternoon session shall be struck at 11.15 A. M. or 1.05 P. M.

*Resolved*—That the superintendent be hereby directed to instruct the teachers and pupils properly and thoroughly in regard to the foregoing resolution.

#### SAN FRANCISCO FIRE.

The appeal for help at San Francisco was met by our school children a little over a year ago by a substantial contribution of forty-one dollars. The great majority of our school children contributed something ; ten cents or less was given by each child.

#### BROWN TAIL MOTHS.

The school children have done valiant service in ridding the city of brown tail moths. For two years before last year the city paid them five cents a dozen for these nests and they cleared the city of the nests in all but the inaccessible places. Last year the Woman's club contributed \$25 to help destroy the pests and employed the school children. They worked for one

week and brought in so large a number of nests that in apportioning the \$25, each child received but a fractional part of a cent for a dozen nests.

It is to be said to the credit and honor of the Woman's club that they made the first public contribution for the destruction of brown tail moths in this city.

#### HIGH SCHOOL.

Our high school has increased in numbers remarkably during the last four years. Four years ago the total enrollment was 177. This year the present enrollment is 287; this is likely to grow to 300 before the year is over. In the same time the number of tuition pupils has increased from 25 to 55. These tuition pupils are a substantial gain to the school in giving us some of the best scholars of the surrounding towns, and also a financial gain, because on their account we receive enough to get two more teachers and a better equipment for the school.

The receipts for tuition the last four years are as follows:—

1904.....	\$ 888 00
1905.....	1,401 83
1906.....	1,654 00
1907.....	1,941 00

The state superintendent of schools has required us to revise our program of studies this year. In this revision the English and history of the school has been considerably strengthened and the commercial course greatly changed for the better. A pupil can now commence the commercial studies as soon as he enters school. On account of the increase of numbers in the commercial department we have been obliged to purchase three additional typewriters. Full equipment for laboratory work in botany has now been secured and all of the sciences are taught by the laboratory method.

The change of course and the large increase of pupils in the school has required another teacher, but \$400 has been saved in salary by placing a woman as teacher in the commercial department in place of a man formerly employed. We have now a sufficient corps of able teachers and are doing individual work with dull and needy pupils. The result is that never in the history of the school have we lost so few from the school. These teachers should be retained and the Massachusetts cities should not be permitted to draw them away from us. The slight increase of salaries necessary to keep them ought not to be considered, when we know the loss that a school sustains by change of teachers, especially when we may change an excellent teacher for a poor one.

In discipline the school is now at its best. School spirit and school pride everywhere prevail. There is scarcely a discordant note in the general harmony of the school life. A series of entertainments were given for the purpose of decorating the building and to place the athletic association of the school on a solid financial basis. Prof. Cross of Haverhill gave three illustrated lectures. The Horace K. Turner company gave an exhibition of pictures. In this exhibition some good literary work was done by the several classes. The junior class gave a debate, and the sophomore class a play. Both of these exercises showed talent and good training. The prize speaking was an able contest between the young men and women of several classes. The decision for the medal was made by the vote of the audience. Miss Ina Leighton received the medal and Master Donald Keyes, honorable mention. The graduating class last June numbered twenty-four, this next June it will probably be about fifty.

For the program of study I refer you to the appendix and for further information about the school to the principal's report.

### GRAMMAR SCHOOLS.

At the beginning of this Fall term, because the number of pupils in grade VIII was somewhat reduced, the committee made two schools of this grade in place of three which have existed for a number of years. By this action they saved \$500. These two schools are now as large as they should be and, if another year the numbers increase, there will have to be three schools as before.

Last year the closing exercises of the eighth grade schools were made still more informal and very similar to the exercises of the other grades. Each teacher presented the diplomas to her own pupils. In place of the reception two of the schools enjoyed a picnic.

I believe now we have an ideal way of closing the work in the grades. There is no display, no undue excitement, no elevating the event above its importance. It is simple, democratic, American. I do not believe in abolishing the granting of diplomas to the graduates of the grammar schools, until the time comes that as many in proportion go to the high school, as advance from grade to grade. As soon as we feel that there is no more of a break in the continuity of education from grammar schools to high school than there is from one school to another in the grades, the diploma should not be given until the end of the high school course.

### PRIMARY SCHOOLS.

The age limit for entering the first grade has been raised from five years to six years. Our grade teachers felt that the children were moving along too fast in the grades, that they were not old enough nor strong enough for the work, therefore, it seemed wise to advance the age of entrance to our schools and get a class of more mature pupils. Somersworth, Rochester and

Portsmouth have also raised their limit to six years and Chicago has placed her limit at seven years. This action of our committee has made our classes in the first grade somewhat smaller, but still the six classes average over thirty pupils per class and are large enough. The teachers expect with more mature pupils and smaller numbers than usual to be able to promote a larger number at the end of the year and in about the same proportion as in the other grades. They expect that their pupils being older will be able to attend better in the winter, and all but the weaker and slower ones, possibly eight or ten, will be able to complete the work in one year. If this proves true, the first grade classes will not be so crowded as in former years.

The schools of grades II, III and IV have their average numbers, about thirty-five, and are doing good work. The recent change in the arithmetic course will give them an opportunity to lay a solid foundation in this study.

#### RURAL SCHOOLS.

The circumstances in three of the rural schools are excellent for doing good work. Garrison Hill school has the first three grades, about thirty pupils in all; under these conditions the teacher is able to do about the same work as the graded schools of the city. Upper Neck and Lower Neck schools have four grades each, but only thirteen and twelve pupils respectively, so that the teachers have good opportunity to work with the separate pupils of the schools. The conditions are ideal for good work in these schools. By change of teachers in the Upper Neck school \$250 has been saved in salary. The Back River school presents a serious problem with seven grades, two divisions of the first grade and about twenty-five pupils in all. It is impossible for one teacher with the number of classes that

she has to do the same work as is done by the graded schools of the city. There seems to be no solution of the problem by transportation. The children are so scattered and some are so far away from the city that they could not be transported. The only remedy for the difficulty seems to be to employ, at a slight expense, one of the older pupils to help the teacher in the recitations of the primary classes.

#### EVENING SCHOOL.

The evening school is now run on a successful basis. The total number of pupils enrolled last year was 181; the largest number attending any one evening was 153; the largest number of teachers employed was seven, not including the principal; the average number of pupils per teacher was about twenty. This means that the classes were small enough so that each teacher could give attention to each individual in her class and advance him as fast as possible. The Greeks were fortunate in having one of their own countrymen, Mr. John Daeris, to teach them. Mr. Daeris taught all of the Greeks that could not speak English. The principal devotes his time to securing good attendance, caring for the discipline of the school, and grading and directing the work of the classes.

This fall the school has started with the same good conditions and we expect excellent results. Mr. J. N. Mohbat, an Assyrian, has been employed to teach the class of his nationality, and Mr. Bill Papas, who has been educated in our evening schools, assists Mr. Daeris in teaching the Greeks. We have this fall the largest enrollment in the history of the school, over two hundred pupils. The large number attending require more teachers than usual, and make an added expense, but the work of making an English speaking and an English reading people out of our foreign population is

well worth all the expense. We shall need \$700 for the school next year.

#### MUSIC.

The music is becoming a stronger subject in our schools every year. Mr. French is studying our pupils very carefully and adapting his work to their needs; he is making a unity of the course and he intends that each pupil that passes through it shall have a good foundation in theory of music. In addition to chorus work there is the consideration of the individual pupil, and much is done that every pupil shall do his best in the time allotted to the subject.

In the high school, the chorus work and the study of the theory are separate. The classes in the theory are progressing well and are becoming an integral part of the high school curriculum. Last spring Mr. French gave a concert in which the choruses and all of the talent were drawn from the Dover high school and the Rochester high school. The concert was given both in Rochester and Dover and was an unqualified success. A concert of like character will be given each year.

The fourth book of the New Educational Music Course was introduced in the seventh grade this year.

The report of the supervisor will be found under the reports and his time schedule in the appendix.

#### DRAWING.

In the interest of economy the committee decided to dispense with the teacher of drawing for at least one year. The grade teachers have had long experience under supervisors of drawing and it was felt that with the help of our course of study they could carry on the work successfully. The teachers of each grade are holding meetings at least once a month and complete



plans are made for carrying on the regular work. In the high school Miss Sawyer, the commercial teacher, a specialist in drawing as well as bookkeeping, is now teaching the drawing in that school with good results. We expect to have an exhibition of drawing the latter part of the school year by which we can ascertain whether we are keeping up to a good standard or not our work in drawing and from which we can determine whether a teacher of drawing is a necessity.

#### CARE OF ROOMS.

Under the care of the three janitors our school buildings are kept in fair condition except in the matter of sweeping in the grade schools. The janitors, both on the north side and on the south side of the river, have so many buildings to take care of that they cannot sweep the rooms as often as it is necessary. After careful consideration of the matter, it seems to me that these two janitors should receive some help in the muddy seasons, and the rooms should be swept at the middle of the week.

#### SUBSTITUTES.

Even with the pay of substitutes increased last year, it is quite difficult to get teachers of experience to do the work. I have been fortunate in securing one local teacher of experience to do considerable of the substitute work. Miss Helen Varney of grade IV Hale school, I am very sorry to say, is seriously ill and has not been able to take her school this fall term. We hope that she will be back soon. Mrs. W. H. McCarthy was substitute in this school during September and gave excellent satisfaction. Miss Gertrude Lyons of Lowell has acted as substitute ever since and we hope to keep her until Miss Varney returns. The young women who have just graduated from high school are also doing substitute work, and doing it well.

### REPAIR OF BUILDINGS.

The committee on repair of school buildings have devoted much time to the improvement of the school property. Never has the city appropriation for this purpose been spent more carefully, more judiciously, and more economically. Every school building in the city has received some attention and all of the most needed repairs have been made. It seems wise since we have such faithful and conscientious men upon this committee, and since they have become thoroughly acquainted with the needs of the schools and can act to a better advantage in the future, that they should be continued in office, and we hope and trust that they will be appointed upon this committee another year.

### CONTAGIOUS DISEASES.

Our schools have been remarkably free from contagious diseases. Our health officer, Mr. Jones, has given unbounded care to prevent the spread of any of these diseases, and none of the schools have had any run of sickness so as to cut down the attendance seriously.

### EXAMINATION OF THE EYES.

The teachers have examined the eyes of each pupil in their rooms and have found 173 children with defective eyes. This is about one-tenth of the children attending our schools, a pretty large percentage. It shows the necessity of the school system considering the matter. Some of these children have already been fitted with glasses, others will be in the near future, and still others, a very few, on account of the indifference of parents, must continue to suffer for lack of them. A list of these cases will be made and it seems to me that it would be in the province of the committee to supply these pupils with glasses, if the parents or public charity could not or would not do it. Good vision is indis-

pensable to the health and training of the child and is more important even than free text-books.

#### EXAMINATION OF THE HEARING.

The teachers have also tested the hearing of the pupils and have found twenty-two cases of defective hearing. This is a comparatively small number and in most of the cases the parents are doing all they can to remedy the trouble. This information is valuable to the teacher, since the child slightly deaf is placed in the best position for him to hear.

#### TRANSPORTATION.

The lines for transportation by teams are defined by the limits of the schools that were abolished when the transportation routes were formed. These lines are fairly well known.

In the case of transportation by trolley in the northern part of the city, the finance committee have fixed the southern limit for transportation of children coming to the city schools the cross trolley line between the Rochester and Somersworth roads, but the children living south of this line as far as the Wentworth home are to be transported to the city in stormy weather and in the winter season.

#### LIMITS OF THE SCHOOL DISTRICTS.

In three grades of our city schools it is very difficult to arrange the limits satisfactorily. They are the first, the fifth, and the sixth grades and the difficulty arises from the opposition to the Sherman school. This opposition comes from mere sentiment against the school, based on its condition years ago. It is now one of the best schools in the city, it has a good class of children, and has a good corps of teachers. The classes

are not large and the conditions are ideal for excellent work. Owing to the fact that a large number of the children living in this district attend the parochial schools, I have been obliged to put the limit on the north as far as Ham street, on the south as far as Hanson or George street, on the west as far as Belknap street, and even then the schools are not quite as large as some other schools of the same grade in the city. There is also the opposition to the school on account of its location. We ask parents to consider, however, that we have to equalize the number of children in the schools of the same grade and that pupils nearest the Sherman school must attend there; in this we are not depriving the children of any of the advantages of education; they have just as good a school as they have elsewhere. The children transported to the city either by team or trolley we place in schools so as to equalize the numbers to the best advantage.

The present limits of the districts are as follows :

#### *Grade VIII.*

Sawyer school.—The northern part of the city bounded on the south by the Cocheco river, and Fourth street west of the river.

High school.—All the southern and western part of of the city not included in the above limits.

#### *Grade VII.*

Sawyer school.—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river, and Fourth street west of the Cocheco river. Rollinsford.

High school—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Lower Neck.

**Belknap school.**—All of the southern and western part of the city not included in the above limits.

*Grade VI.*

**Sawyer school.**—The northern part of the city bounded on the south by Fourth street west of the Cocheco river, the B. & M. R. R., between Cocheco river and Central avenue, and Ham street east of Central avenue. In addition, Madbury.

**Sherman school.**—South of Sawyer limits to George street and St. Thomas street and as far west as Belknap street. In addition, Rollinsford, Fresh Creek, Garrison Hill district, and Blackwater.

**Belknap school (b).**—South of the Sherman limits to the lower end of Central avenue and as far west as Locust street.

**Belknap school (a).**—All the southern and western part of the city not included in the above limits.

*Grade V.*

**Sawyer school.**—The northern part of the city bounded on the south by Fourth street west of Central avenue and Ham street east of Central avenue.

**Sherman school.**—South from Sawyer limits to St. Thomas street and Hanson street and as far west as Belknap street. In addition, Rollinsford, a part of Broadway and Baker street, Blackwater, and Granite State park.

**Belknap school (b).**—The southern and eastern part of the city south of the Sherman limits and as far west as Locust street. In addition, Mill street and Charles street.

**Belknap school (a).**—All the southern and western part of the city not included in the above limits as far as the rural districts.

*Grade IV.*

**Sawyer school.**—The northern and western part of the city. The southern boundary is Cocheco river and Fourth street west of the Cocheco river; the eastern boundary is Central avenue. In addition, Baker street and parts of New York street, Ham street, and Oak street.

**Peirce school.**—East of Sawyer limits and as far south as Washington street, but not including Baker street, and parts of New York street, Ham street, and Oak street.

**Varney school.**—West of Central avenue south from Sawyer limits to Silver street and including this street; and east of Central avenue south from Peirce limits to George street. In addition, Rutland street, Water street, Knox Marsh, Littleworth, and Tolend.

**Hale school.**—South of Varney limits to rural districts.

*Grade III.*

**Sawyer school.**—The northern and western parts of the city to the Garrison Hill district. The southern boundary is Cocheco river and Fourth street west of the river, the eastern boundary is Central avenue. In addition, New York street, East Concord street, Park street, and a part of Broadway.

**Peirce school.**—East of Sawyer limits and as far south as Washington street, with the exception of New York street, East Concord street, Park street, Young street, Water street, and a part of Broadway.

**Varney school.**—Central avenue and west of this street between Sawyer limits and Silver street, and including Silver street. In addition, Young street, Water street, Tolend, Littleworth, Bellamy, Knox Marsh, and a part of the Children's Home.

**Hale school.**—South of the Peirce and Varney limits to the rural districts.

*Grade II.*

**Sawyer School.**—The northern and western part of the city to the Garrison Hill district. The southern boundary is Cocheco river and Fourth street west of the river; the eastern boundary is Central avenue. In addition, New York street, Park street, Hill street, East street, and Ham street.

**Peirce school.**—East of Sawyer limits and as far south as Washington street with the exception of New York street, Park street, East street, Ham street, and Hill street.

**Varney school.**—West of Central avenue from Sawyer limits to Silver street, and including Silver street. In addition, Niles street, Tolend, Littleworth, Knox, Marsh, Bellamy, and a part of the Children's Home.

**Hale school.**—South of the Peirce and Varney limits to the rural districts.

*Grade I.*

**Sawyer school.**—The northern and western part of the city to the Garrison Hill district. The southern boundary is Cocheco river and Fourth street west of the river; the eastern boundary is Central avenue.

**Peirce school.**—East of the Sawyer limits and south to Peirce street and including Peirce street.

**Sherman school.**—South of Peirce limits east of Central avenue to Washington street, south of Sawyer limits west of Central avenue to Washington street, and as far west as Fayette street.

**Varney school.**—West of Central avenue and south from Sawyer limits to Silver street and including this street. In addition, Tolend, Littleworth, and Knox Marsh.

**Hale school.**—South from the Sherman and Varney limits to Monroe street and Burnham's court, and as far

west as Rutland street, with the exception of a part of the Children's Home.

Welch school.—South of the Hale limits to the rural districts. In addition, a part of the Children's Home.

CONCLUSION.

In conclusion, I have to say that it is a pleasure to serve a committee whose one thought is for the advancement of the schools.

Respectfully submitted,

A. H. KEYES,

Superintendent of Schools.



# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE HIGH SCHOOL.

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TO THE SUPERINTENDENT OF SCHOOLS:

*Sir*:—As principal of the Dover high school, I submit this my second annual report.

#### ATTENDANCE.

	1904-5.	1905-6.	1906-7.	1907-8.
September enrollment, total..	190	243	230	284
September per cent. of attendance.....	97.2	96.8	97.9	96.7
September tardiness.....	1	28	8	17
First term enrollment, total..	191	243	239	288
First term per cent. of attendance.....	97	96.8	96.7	96.3
First term tardiness.....	12	78	51	81
First term per cent. left school	3.7	5.8	4.2	3.5
Enrollment end of term.....	184	224	229	278

This table shows that we have enrolled forty-nine more pupils than last year and that our total at present is greater by that number than any former registration. This growth of nearly one-fourth in a year is to be accounted for in part by the fact that the entering class is the largest in the history of the school. It numbers 103, nineteen more than the corresponding class last year and eleven more than the class that preceded that. On the other hand the class that graduated was slightly larger than the average class of recent years. A more impor-

tant reason for the school growth is that the number of pupils who leave school with the course unfinished decreases year by year. In 1905-6, thirty-five left between September and June and seventeen during the summer vacation; last year with an enrollment slightly smaller, nineteen left during the year and seven failed to return at the close of the summer. A loss of fifty-two in 1905-6 and twenty-six in 1906-7. The school will continue to grow in the next few years by a larger percentage of grammar school graduates entering it, by a still larger increase in the number of tuition pupils—in four years this number has increased from sixteen to fifty-six—and also by the decrease in this yearly loss.

#### TO COMPLETE THE COURSE.

The current belief that only a very small part of those who enter the high school remain to graduate is no longer true. Fifty-three pupils are at present trying to complete their work so as to obtain diplomas next June, and the class entered with seventy-five members. We lose more pupils from the first year than from the other classes combined. Of the fifty-two lost in 1905-6 twenty-five were freshmen, of the twenty-six in 1906-7 fifteen were freshmen. The reason for this is that some pupils fail to fit themselves to high school conditions. They are lost in the greater freedom; they obtain the belief that they can shirk their studies and still pass, that home study is for them unnecessary.

When they are disillusionized they are behind in their work, lose courage and leave school. Parents of members of the freshmen class must be alert as this is for the child a critical year. When the pupil reports that he has his lessons and fails to give two good hours a day to home study, he is probably deceiving himself with a vain hope, and the parent should consult the principal.

## ENROLLMENT BY CLASSES.

*Term 1, 1907-8.*

## Candidates for diplomas :

	1st yr.	2nd yr.	3rd yr.	4th yr.	Totals
Boys.....	55	34	24	22	135
Girls.....	48	37	36	30	151
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	103	71	60	52	286

## Post-graduates :

Girls.....	0	0	0	2	2
					<hr/>
					288

A noteworthy fact brought out by this table is the large percentage of boys in the school, forty-seven per cent., while in the first year class the boys outnumber the girls by seven.

## ADMISSION FROM THE EIGHTH GRADES.

The percentage of eighth grade graduates who have entered the Dover high school in the last four years is as follows :

1904-5.	1905-6.	1906-7.	1907-8.
63 per cent.	72 per cent.	69 per cent.	73 per cent.

The following table shows for the cities of New Hampshire in the first column, the number who completed the course in the public city grammar schools in June, 1907; in the second column, the number of the foregoing who entered the high schools in September, 1907, and then the per cent. of admission :

Berlin.....	48	46	96 per cent.
Concord.....	179	118	66    "
Dover.....	102	74	73    "
Franklin.....	19	18	95    "

Keene.....	85	73	86 per cent.
Laconia.....	63	51	81 "
Manchester.....	241	176	73 "
Nashua.....	91	63	69 "
Portsmouth.....	84	58	69 "
Rochester.....	67	60	89 "
Somersworth.....	37	32	87 "

The loss shown in these two tables is surprisingly large. It is a far larger loss than comes between any two high school classes, and Dover's position in the list of New Hampshire cities is low. If we had in our school a well equipped course in manual training, I believe that we would have attracted a considerable number of the twenty-eight whom we lost, and that we might have retained several of those twenty-six who left the high school in the year. It will be noticed that though Berlin is a manufacturing city with a large foreign population, it leads the list in the above table.

May this not be due in part to the strong course in manual training offered in the Berlin high school?

#### A RISING STANDARD.

It must be borne in mind that conditions have changed and are changing. The number of high school pupils throughout the country has increased enormously in the last twenty-five years. College graduation today is no more uncommon than high school graduation a generation ago. The high school has made good its claim that it is an essential part of American education. The man who advises the boy, as many do, "Don't waste your time at the high school; I only went a few winter terms to an academy and see how I have succeeded," is making a mistaken argument. High schools were hardly known in his day; by his few terms at the rural academy he surpassed in education

his competitors and succeeded. But high school graduation is today more common than was at that time desultory attendance at the old time academy, and the boy who begins business without the educational advantages of his competitors is seriously handicapped. This man from the academy was competing with those who attended only the district schools. Our boys will have to compete with a better trained and better educated class.

#### THE COMMERCIAL DEPARTMENT.

During the summer the commercial curriculum was reorganized as will be seen by turning to the new high school program given on a later page. English is now a required study for all four years, while the work in bookkeeping, typewriting, and stenography will continue for two years instead of being comprised in one. It became necessary to obtain three new typewriters to accommodate the large numbers who have elected this course. There are in the four classes ninety-five commercial pupils.

#### OTHER CHANGES OF THE YEAR.

The growth of the school and the requirements of the state superintendent of public instruction caused a number of changes in the school. The school day was lengthened, the number of recitation periods increased by one, and an additional teacher and room became imperative demands.

#### THE TECHNICAL COLLEGES.

More of our boys should prepare for the state college at Durham. The college is at our doors, is doing high grade work, and is sending its graduates to responsible and remunerative positions. Figures presented by the college dean show that the present average income

of the seventy-one men included in the statistics is \$1,570.

The following quotation is from the Springfield Republican: "Of 185 men belonging to one class that has been out of the oldest American technical school, and so, perhaps the best to cite, the Massachusetts Institute of Technology, for ten years, one third are receiving salaries above \$3,000 a year, as a recent report shows. Ten are receiving salaries of \$10,000 or more, and one has \$35,600 a year, though this last case would be exceptional, of course, in any profession or business. The largest number in a grouping according to each \$500 of income, are earning between \$1,500 and \$2,000 a year; the average among the whole 185 is \$3,082, and of the total number forty-five receive incomes above the average.

It is doubtful if a generation ago, at least, any similar body of a 'classical' institution could have shown such well-doing in its first decade, and the record of these technology men seems to be possible only because there are nowadays so many and such varied occupations seeking the man with a technical training. Furthermore what can hardly be said of any 'classical' college, every member of each graduating class at the institute for several years past has been engaged for a position before he receives his diploma."

On the subject of college admission and college certification I refer to the paragraphs so headed in last year's report. If a boy will go to college it is infinitely worth his while; it is time and money wasted if he is sent to college. John Graham's remark applies, "There is plenty of room at the top but there is no elevator running in the building."

#### THE INTERSCHOLASTIC CONCERT.

The school entertainments held in the assembly

hall during the year were as follows: three illustrated lectures by Prof. Geo. N. Cross, the Perkins prize medal contest, the Turner art exhibit continuing for four afternoons and evenings, and the annual concert. This last was unique this year as it was given in connection with a sister school, the Rochester high school. Each school was represented by a chorus of fifty voices, and by its own soloists, quartettes, etc. On the choruses both schools sang together, while by the other parts of the program the individual work of the two schools was shown. The concert was given at Rochester on April 19 and at Dover a week later. A rainy night prevented a large attendance here, but great commendation is due Mr. French for the successful carrying out of a new idea. Not the least of its benefits was the friendly feeling that it produced between the pupils of the two schools.

#### MAKING THE SCHOOL BEAUTIFUL.

By the generosity of Hon. B. F. Nealley the school yard has a commanding flag pole and a magnificent flag, a gift highly appreciated by pupils and citizens. The class of 1907 left as its class gift an expensive copy of Thorwaldsen's *The Triumphal Entry of Alexander into Babylon*. This frieze adorns both sides of the assembly hall and has transformed the appearance of this room. During the year the sum of \$430 was spent in addition to this gift, to provide pictures and other ornamentation for the school walls. The work is still but partly done and some rooms are now wholly without pictures. We intend to complete the work without calling upon the city for any direct expense. The money is raised by school entertainments, and if the present plans are continued for several years, the city can boast the most beautiful school building in New Hampshire. We ask the co-operation of the citizens of Dover in this, by attendance at entertainments for this

purpose, and by the direct gifts of those who would thus show their interest in our young people. I want the people to see what we have done already in this line. The building is open almost every afternoon; it is the pride of the city, and the citizens should be acquainted with its rooms. When he shows a visitor the sights of Dover the interior as well as the exterior of the high school should be shown.

Respectfully submitted,

E. W. BUTTERFIELD,

Principal of the High School.

Dover, N. H., December 17, 1907.



# REPORT

## OF THE

### TEACHER OF MUSIC.

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TO THE SUPERINTENDENT OF SCHOOLS :

*Dear Sir* :—In the music department, the work in the grades during the past year has varied but little from that of the previous year.

The materials in use in the first and second grades have been slightly revised so as to afford a more systematic course in ear-training, and to provide better exercises in enunciation. New outlines designating the routine of the work and providing suitable blackboard exercises supplementary to the books, have been supplied to most of the grades and are in preparation for such classes as have not yet received them.

The ranking system is getting into better form as the teachers become better acquainted with its working principles.

Speaking broadly there are three general courses open, either of which, when once adopted, should be adhered to and made the most of, viz.: (a) To train the ear to recognize scale relations as they sound and to interpret their meaning in definite terms in the language of music; also to train the eye to recognize these relations as they look on the staff. (b) The second course would be to so lay out the work as to devote considerable time to manual training, making it largely a written course, which is being done in some places, with what results I am not able to speak definitely. (c) The third course would be a compromise and should blend the two first in such a way as to afford the required manual training, in order to make a written test in mu-

sic of any value. The first is the course outlined in our present course of study.

Last year we made the experiment of a written test in all of the grades above the first, the children being required to write from vocal dictation or from memory. The results went to show that a large majority of those who were able to give a correct vocal interpretation, were unable to correctly write the exercise; and I attribute the fact to lack of experience in this kind of manual exercise.

It is obvious, also, that any radical changes from a course which is already working favorably should be prepared for long enough in advance, to insure against the possibility of losing the good which is already secured. We are therefore beginning to lay a foundation for future development along the line of written work which may be elaborated and expanded as wisdom gained by time and experience may dictate.

The high school opened this year with the strongest chorus in its history. The girls' glee club, now in its third year, is organizing for still more effective work. And the boys are organizing a similar combination, with reasonable hopes of a successful season. The instrumental performers are now in such numbers that an effective orchestra should be assured.

The theory classes are not as large as last year, but the lack in numbers is more than compensated for by the enthusiasm of those engaged in the study. Last year the music for the class song was composed by a member of this department, who did both herself and the department credit.

In closing this, my eighth annual report, I desire to make my grateful acknowledgments to all who have contributed to whatever of success may have attended my labors.

Respectfully submitted,

A. E. FRENCH.

## TRUANT OFFICERS' REPORT.

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### TO THE SCHOOL COMMITTEE:

I respectfully submit the following report for the year 1907 :

Number of complaints from teachers.....	526
Number of complaints from the superintendent.....	3
Number of complaints from the Sacred Heart parochial school.....	40
Number of complaints from St. Joseph parochial school....	17
Number of complaints from French parochial school.....	29
Whole number of complaints received....	615
Number of cases of absence investigated..	581
Number of cases of tardiness investigated..	30
Number of children found absent without good reason.....	171
Number found to be truant.....	47
Number found at work illegally.....	1
Number of visits to schools.....	615
Number of visits to families.....	615
Number of visits to manufacturing establishments.....	37
Number of arrests.....	1
Number of children prosecuted.....	1
Number of parents prosecuted.....	1

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*Gentlemen* :—I have the honor to submit herewith my report relative to the enumeration of children, assigned to me by vote of your board. The results of the enumeration are as follows :

Number of children between five and sixteen years :

Boys .....	1,165
Girls .....	1,259
	<hr/>
Total .....	2,424

Number between ten and sixteen years who cannot read and write English .....	62
Number of those born in New Hampshire .....	39
Number born elsewhere in United States .....	5
Number born in foreign countries .....	18
Number between the ages of eight and and fourteen who do not regularly attend school .....	8

Respectfully submitted,

V. H. CAVERLY,

Truant Officer.

Dover, December 31, 1907.

## **APPENDIX.**

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### **STATISTICS.**

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#### **TEACHERS.**

Number of teachers during the year 1906-7 :

High school.....	9
Grades 5-8.....	13
Grades 1-4.....	18
Ungraded schools.....	4
	<hr/>
Total .....	44

#### **SPECIAL TEACHERS.**

Drawing.....	1
Music.....	1
	<hr/>
Total.....	2
Number of male teachers.....	5
Number of female teachers.....	41
Number of teachers who have graduated from a normal school.....	13
Number of teachers who have graduated from a training school.....	11
Number of teachers who have graduated from college.....	7

# SCHOOL DIRECTORY.

DOVER, N. H.

OCTOBER 15, 1907.

Name.	School.	Grade.	Residence.
Austin H. Keyes.....	Supt. of Schools.....		595 Central Ave.
E. W. Butterfield.....	High		292 Locust St.
Melvin M. Smith.....	"		174 Central Ave.
Susie M. Jordan.....	"		146 Central Ave.
Julia M. Ham.....	"		56 Silver St.
Lou J. Peacock.....	"		35 Lexington St.
Grace W. Hooper.....	"		12 Highland St.
Caroline E. Hammond.....	"		17 Rogers St.
Vera H. Sawyer.....	"		56 Silver St.
Ruth S. Crosby.....	"		37 Fifth St.
Marjorie W. Shaw.....	"		37 Fifth St.
W. D. Davis.....	Sawyer	8	56 Silver St.
Carrie S. Hanson.....	"	7	14 Silver St.
Helen M. Clark.....	"	6	94 Portland St.
Mabel A. Mathes.....	"	5	34 Mt. Vernon St.
Jennie F. Philbrick.....	"	4	50 Mt. Vernon St.
Grace B. Henderson.....	"	3	831 Central Ave.
Carrie B. Drew.....	"	2	43 Silver St.
Hattie J. Bickford.....	"	1	23 Oak St.
Ida B. Hanson.....	Belknap	7	14 Silver St.
Mary E. Twombly.....	"	6	120 Central Ave.
Annie L. Ricker.....	"	5, 6	So. Berwick, Me.
Alice H. Davis.....	"	5	162 Central Ave.
Grace E. Lawrence.....	High	8	25 Richmond St.
Edith Whittemore.....	"	7	7 West Concord St.
Florence V. Brewer.....	Sherman	6	Salmon Falls.
Julia A. Grant.....	"	5	66 Portland St.
Alice E. Murphy.....	"	1	13 Orchard St.
Bertha Arnstein.....	Peirce	4	Watson St.
Hattie F. Ham.....	"	3	Tolend.
Mary E. Scruton.....	"	2	64 Hill St.
Jennie S. Smith.....	"	1	100 Portland St.
Nellie F. Grant.....	Varney	4	66 Portland St.
Angie G. Osborne.....	"	3	15 First St.
Grace E. Winkley.....	"	2	7 West Concord St.
Mary W. Whiteley.....	"	1	Mt. Pleasant.
Helen C. Varney.....	Hale	4	25 Richmond St.
Grace E. Marden.....	"	3	13 Hamilton St.
Edith A. Gowen.....	"	2	220 Washington St.
Mary McDonough.....	"	1	24 Mill St.
Emily S. Folsom.....	Welch	1	290 Locust St.
Marie L. Raino.....	Garrison Hill		So. Berwick, Me.
Emma Z. Randall.....	Upper Neck		20 Locust St.
Gertrude O. Hobbs.....	Lower Neck		So. Berwick, Me.
Florence Pendexter.....	Back River		Durham.
Arthur E. French.....	Musie		18 Fisher St.

## **SALARIES.**

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### **GRADED SALARIES.**

First year.....	\$250 00
Second year.....	270 00
Third year.....	310 00
Fourth year.....	350 00
Fifth year.....	400 00
Sixth year.....	460 00
Seventh year.....	500 00
Principal of Sawyer school.....	1,000 00
Principal of Belknap school.....	600 00

### **HIGH SCHOOL.**

Principal.....	\$1,700 00
Sub-master.....	1,000 00
One assistant.....	800 00
One assistant.....	750 00
One assistant.....	650 00
Three assistants.....	600 00
One assistant.....	550 00
One assistant.....	500 00

### **SPECIAL TEACHERS.**

Music (three days per week).....	\$600 00
Drawing (three and one-half days per week)	550 00

The drawing teacher was dispensed with June, 1907.

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## **COST.**

Population of city by census of 1900.....	13,207
Estimated population, 1907.....	15,000
Assessed valuation, April, 1907.....	\$8,643.416
Rate of taxation for all school expenses, 4.7 mills on \$1.00.	

Total expenditure of the school committee for day schools, exclusive of text-books, and supplies.....	\$38,469 61
Cost per pupil based on total enrollment...	23 54
Cost per pupil based on average enrollment	26 59
Cost per pupil of total enrollment for text- books and supplies.....	1 21
Cost per pupil of average enrollment for text-books and supplies.....	1 36

Table showing expense of text-books, reference books, and pupils' supplies.

	Appropriation.	Available.	Expended.	Per Capita on Total Enrollment	Per Capita on Average Enrollment
1888.....	\$1,750	\$1,750 00	\$1,726 94	\$1 17	\$1 54
1889.....	2,000	2,023 06	2,021 96	1 34	1 53
1890.....	2,500	2,501 10	1,963 54	1 28	1 50
1891.....	1,500	2,037 56	1,614 72	1 11	1 24
1892.....	1,200	1,622 84	1,636 63	1 15	1 37
1893.....	1,200	1,186 21	1,487 58	1 08	1 22
1894.....	1,200	898 63	1,524 62	1 05	1 21
1895.....	2,200	1,600 42	1,600 18	1 01	1 15
1896.....	1,600	1,600 24	1,536 18	1 04	1 18
1897.....	1,600	1,659 94	1,648 98	1 06	1 17
1898.....	1,600	1,648 06	1,647 48	99	1 12
1899.....	1,600	1,624 05	1,607 68	95	1 09
1900.....	1,600	1,637 60	1,617 43	95	1 11
1901.....	1,600	1,651 41	1,634 41	96	1 10
1902.....	1,600	1,652 22	1,650 76	1 02	1 14
1903.....	2,000	2,001 46	1,844 98	1 16	1 30
1904.....	1,750	1,906 48	1,906 47	1 21	1 36
1905.....	2,325	2,325 01	2,324 60	1 39	1 67
1906.....	1,900	1,927 01	1,911 44	1 21	1 35
1907.....	1,900	1,978 01	1,968 54	1 21	1 36



## ATTENDANCE.

Enumeration of children between five and sixteen years of age, September, 1907.

Boys.....	1,165
Girls.....	1,259
<b>Total.....</b>	<b>2,424</b>

Number of pupils enrolled during the year ending June, 1907, excluding duplicate enrollments:

Schools.	Total.	Boys.	Girls.
High school.....	241	106	135
Grades 5-8.....	527	248	279
Grades 1-4.....	778	376	402
Ungraded schools.....	88	54	34
<b>Total.....</b>	<b>1,634</b>	<b>784</b>	<b>850</b>
Evening school.....	181	146	35
<b>Total.....</b>	<b>1,815</b>	<b>930</b>	<b>885</b>
Parochial schools:			
St. Joseph.....	201	157	44
Sacred Heart.....	454	151	303
St. Charles.....	294	121	173
<b>Total, parochial.....</b>	<b>949</b>	<b>429</b>	<b>520</b>
<b>Total, public.....</b>	<b>1,815</b>	<b>930</b>	<b>885</b>
<b>Total.....</b>	<b>2,764</b>	<b>1,359</b>	<b>1,405</b>
Number of pupils under 5 years of age....			0
Number of pupils over 16 years of age....			124
Number of pupils between 5 and 16 years of age.....			1,510
<b>Total.....</b>			<b>1,634</b>

## Average enrollment :

High school.....	224	
Grades 5-8.....	494	
Grades 1-4.....	651	
Ungraded schools.....	78	
		<hr/>
Total .....		1,447

## Parochial schools :

St. Joseph.....	192	
Sacred Heart.....	432	
St. Charles.....	244	
		<hr/>
Total, parochial.....		868
		<hr/>
Total, all the schools.....		2,315

## Average enrollment per cent. in each division in the public schools :

High school.....	15.5	
Grades 5-8.....	34.1	
Grades 1-4.....	45.0	
Ungraded schools.....	5.4	
		<hr/>
Total.....	100	

Per cent. that average enrollment is of total enrollment.....	88.6
---	------

## Average daily attendance :

High school....	213	
Grades 5-8.....	464	
Grades 1-4 .....	596	
Ungraded schools.....	68	
		<hr/>
Total.....		1,341

## Parochial schools :

St. Joseph .....	176
Sacred Heart.....	391
St. Charles.....	225

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Total, parochial schools.....	792
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Total for all the schools.....	2,133
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## Average daily absence :

High school.....	11
Grades 5-8.....	30
Grades 1-4.....	55
Ungraded schools.....	10

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Total .....	106
-------------	-----

## Per cent. that average attendance is of total enrollment :

High school.....	88.4
Grades 5-8.....	84.3
Grades 1-4.....	76.6
Ungraded schools.....	83.6

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Average for all schools.....	83.2
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## Per cent. that average attendance is of average enrollment for the year :

High school.....	94.8
Grades 5-8.....	94.2
Grades 1-4.....	91.7
Ungraded schools.....	88.4

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Average per cent. for city .....	92.7
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## Number of tardinesses during the year :

High school.....	171
------------------	-----

Grades 5-8.....	218
Grades 1-4.....	422
Ungraded schools.....	62
	<hr/>
Total.....	873

Number of pupils neither absent nor tardy :

High school.....	35
Grades 5-8.....	69
Grades 1-4.....	39
Ungraded schools.....	3
	<hr/>
Total.....	146

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### ROLL OF HONOR.

Pupils not absent nor tardy from September, 1906, to June, 1907.

#### HIGH SCHOOL.

Gertrude B. Abbott, Nellie Brennan, Florence Brown, Lena R. Brown, Leroy Brown, Blanche Bunker, Blanche Busfield, Olive Cate, Helena Cavanaugh, Harold Conlen, Charles Cronin, Margaret DeMerritt, Bernice Doherty, Blanche Fernald, Raymond Foss, Helen Hayes, Woodbury Hough, Alden Lane, Marion Leigh, Gertrude Locke, Bertha McDaniel, Margaret McNeil, Celeste Murtaugh, Marion Nash, Ernest Neal, Hazel Neal, Hazel Nutter, Raymond Otis, Beatrice Richmond, Roxanna Spiller, Catherine Stroth, Marion Swaine, Marion Tibbetts, Agnes Walker, Della Worcester.

#### SAWYER SCHOOL.

Grade VIII.—Luella Bumford, Ralph Cole, Amadao Iovine, Humbert Iovine, Mary Irvin, Charles Lempke.

Grade VII.—William T. Boothby, Thomas E. Caswell, Norman R. Cate, Bessie Cheney, Florence I. Cornell, Forest F. Eastman, Nat H. Lunt, Wilder A. Neal, Harold E. Niles, Harold E. Whidden.

Grade VI.—Burton J. Byron, Floy L. Everingham, Clarence H. Lane.

Grade V.—Annie M. Brennan, Elsie M. Duffie, Helen D. Flynn, Harry E. King, Leon A. King, Earl F. Stevens, Marguerite Toby, Harold Wiggin.

Grade IV.—Joseph Brennan, Lloyd B. Byron, Percy A. Chorlton, Gladys V. Corson, Jessica F. Meserve, Carleton L. Wiggin.

Grade III.—Beatrice L. Kenyon.

Grade II.—Blanche L. Hatch.

Grade I.—Ralph E. King.

#### PEIRCE SCHOOL.

Grade IV.—Marion A. Chesley, Harold A. Olson, Hilda J. Olson, Minnie E. Shorey, Edward D. Sullivan.

Grade III.—Pauline W. Hayes, Marguerite H. Holmes, Myrtle L. Kennedy, Albert McDonald.

Grade II.—Leo F. Collins, Robert L. Glidden, Mamie T. Oates, Nellie Russell, Martha G. Welch.

Grade I.—Eugene Rickert, Otto Stroth.

#### SHERMAN SCHOOL.

Grade VI.—Arthur Rowton Dyer.

Grade V.—Richard K. Boyle, Harold W. Chesley, Hazel M. Gillis, Elsie M. Holmes, Charles E. Mitchell, Ruth G. Pemberton, Manola J. Sherry.

#### BELKNAP SCHOOL.

Grade VII.—Eva Crumbie, Zilla M. Hodgdon, Agnes J. Lavalley, John E. McFadden, Edith E. Mears, Stanley G. Reynolds.

Grade VI (a).—George M. P. Browne, Earl G. Caswell, Stanley H. Frary, Charles F. Friars, A. Miriam Hudson, Fred C. Goddard.

Grade VI (b).—Florence Blaisdell, Rudd Stevens.

Grade V (a).—Natalie Clark, Helen M. Grant, Walter G. Willand, Emma E. Wright.

Grade V (b).—Annie Calcutt, Elizabeth Ordway, George Taylor.

#### VARNEY SCHOOL.

Grade IV.—Mae E. Goddard.

Grade III.—Elsie Card.

Grade I.—Katherine H. Lester.

#### HALE SCHOOL.

Grade IV.—John W. Browne, Fred J. Dion, Margaret J. Jackson, Mary C. Whitehead.

Grade III.—George Calcutt, Elizabeth McFadden, Marion Sanders.

Grade II.—Vera Bletcher, Rose C. Stevens, Leroy B. Stacy.

Grade I.—George E. Sevigny.

#### HIGH SCHOOL.

Grade VIII (a).—Hellmood Hornig.

Grade VIII (b).—Grace Chester, Margaret Gulline, Marion Kennedy, Roy Meserve, Francis Morgan, Pitt Willand.

Grade VII.—Raymond Blanchard, Bertha Boyle, Martha Fisher, Sidney Gillis, Pearl Richmond, Joseph Sullivan.

#### BACK RIVER SCHOOL.

Howard E. Forrest, Walter H. Forrest.

#### LOWER NECK SCHOOL.

Ida F. Card.

**NUMBER OF TARDINESSES DURING THE LAST TWENTY-  
FIVE YEARS.**

1882-83.....	3,188
1883-84.....	2,193
1884-85.....	2,571
1885-86.....	1 452
1886-87.....	972
1887-88.....	782
1888-89.....	867
1889-90.....	670
1890-91.....	754
1891-92.....	671
1892-93.....	769
1893-94.....	696
1894-95.....	816
1895-96.....	606
1896-97.....	630
1897-98.....	746
1898-91.....	699
1899-1900.....	664
1900-1901.....	716
1901-1902.....	662
1902-1903.....	793
1903-1904.....	557
1904-1905.....	724
1905-1906.....	952
1906-1907.....	873

**VISITS.**

By the superintendent :

High school.....	76
Grades 5-8.....	193
Grades 1-4.....	217
Ungraded schools.....	44
<b>Total .....</b>	<b>530</b>

## By members of the committee :

High school.....	8
Grades 5-8.....	23
Grades 1-4.....	22
Ungraded schools.....	1
<hr/>	
Total.....	54

## By parents, citizens, and others :

High school.....	96
Grades 5-8.....	443
Grades 1-4.....	673
Ungraded schools.....	100
<hr/>	
Total.....	1,312

---

GENERAL.

Number of schoolhouses.....	13
Number occupied at close of year.....	12

## Number of weeks in school year :

High school.....	38
Grades 5-8.....	37
Grades 1 4.....	37
Ungraded schools.....	37
Number of schools, the average membership of which for the year has not been more than twelve pupils, nor less than seven.....	0



TABLE SHOWING ATTENDANCE IN DETAIL FOR THE YEAR ENDING JUNE 30, 1907.

School.	Class.	Teacher.	Total Enroll- ment.	Average Enroll- ment.	Average Attend- ance.	Average Absence	Average Age, Sept., 1906.	Average Attend- ance, Percent.	No. Tardinesses.	No. Pupils not Absent nor Tardy.
High.....	Master.....	Ernest W. Butterfield.....	241	224	213	11	Y. M. 1st 14-9 2nd 15-5 3rd 16-5 4th 17-7	94.75	171	35
"	Sub-master.....	Melvin M. Smith.....								
"	Assistant.....	John B. Knudson.....								
"	"	Julia M. Ham.....								
"	"	Susie M. Jordan.....								
"	"	Grace W. Hooper.....								
"	"	Lou W. Peacock.....								
"	"	Caroline E. Hammond.....								
"	"	Helen A. Meserve.....								
Sawyer.....	Grade 8.....	William D. Davis.....	44	43	42	1	14-3	97.32	12	6
"	"	Carrie S. Hanson.....	39	36	35	1	12-11	96.70	3	10
"	"	Helen M. Clark.....	37	36	34	2	12-1	94.78	9	3
"	"	Elizabeth G. Snell.....	48	44	41	3	11-7	93.03	22	8
"	"	Mabel A. Mathes.....								
"	"	Annie L. Ricker.....	39	36	34	2	14-2	94.50	18	1
"	"	Grace E. Lawrence.....	28	26	25	1	13-4	96.65	14	6
"	"	Annie S. Tuttle.....	42	38	35	3	12-9	92.30	45	3
Belknap.....	"	Ida B. Hanson.....	40	39	36	3	12-10	92.70	2	6
"	"	Mary E. Twombly.....	45	44	42	2	11-5	95.14	3	5
"	"	Mabel A. Mathes.....	45	42	38	4	12-9	91.22	43	3
"	"	Edna A. Bicknell.....					10-10			
"	"	Alice H. Davis.....	45	41	38	3	10-8	93.54	7	4
Belknap.....	"	Florence V. Brewer.....	29	27	24	3	12-8	89.93	20	1
Sherman.....	"	Julia A. Grant.....	46	43	40	2	11-8	95.13	20	7
"	"	Jennie P. Philbrick.....	39	36	34	2	10-3	95.15	9	6
Sawyer.....	"	Grace B. Henderson.....	39	35	33	2	9-1	95.45	16	1
"	"	Carrie B. Drew.....	39	33	30	3	8-4	90.61	14	1

Sawyer.....	Grade	Hattie J. Bickford.....	41	36	5	Y. M.	88.05	37	1
Pelrice.....	"	Bertha Arnstein.....	37	35	2	6-6	95.74	18	5
"	"	Hittie F. Ham.....	36	35	1	10-6	96.77	11	4
"	"	Mary E. Scruton.....	34	33	2	8-4	95.53	30	5
Sherman.....	"	Jennie S. Smith.....	41	38	3	8-3	92.84	35	2
Varney.....	"	Alice E. Murphy.....	44	39	5	6-7	88.26	57	0
"	"	Nellie F. Grant.....	36	33	3	7-0	92.16	9	1
"	"	Angie O. Osborne.....	32	30	2	10-7	91.51	19	1
"	"	Grace E. Winley.....	33	28	3	10-0	94.39	48	0
"	"	Mary W. Whiteley.....	30	28	2	8-3	87.20	26	1
Hale.....	"	Helen C. Varney.....	33	30	6	6-1	92.55	8	4
"	"	Edith A. Gowen.....	37	34	3	9-10	91.28	13	3
"	"	Mary McDonough.....	36	31	3	7-10	90.80	5	1
Welch.....	"	Emily S. Polson.....	37	31	5	6-4	86.35	28	3
Garrison Hill.....	"	Marie L. Reino.....	32	29	3	8-7	88.44	45	0
Back River.....	1-3	Florence Pendexter.....	29	25	4	8-1	88.15	4	0
Upper Neck.....	1-7	Ava E. Mason.....	23	19	1	9-3	92.31	44	2
Lower Neck.....	1-3	Gertrude O. Hobbs.....	13	12	1	9-11	92.28	14	0
	"		14	12	2	11-3	89.16	0	1

COMPARISON OF ATTENDANCE FOR YEARS 1906-1907.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance per cent.		Number of Tardinesses.		Not Absent nor Tardy.	
	1906.	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	1907.
High.....	238	241	216	224	206	213	10	11	95.5	94.8	142	171	42	35
Grades 5-8.....	492	527	453	494	432	464	21	30	95.5	94.2	208	218	67	69
Grades 1-4.....	754	778	667	651	610	596	57	55	90.7	91.7	475	422	40	39
Rural.....	89	88	82	78	74	68	8	10	90.2	88.4	127	62	6	3
Total.....	1,573	1,634	1,418	1,447	1,322	1,341	96	106	92.8	92.7	952	873	155	146
Evening.....	155	181												
Total.....	1,728	1,815												

\*Average per cent. for city.

## ENROLLMENT AND ATTENDANCE.

The average enrollment, as recorded in the school registers, is here given for twenty-six years, for purposes of comparison :

1881-82.....	1,525
1882-83.....	1,568
1883-84.....	1,149
1884-85.....	1,176
1885-86.....	1,211
1886-87.....	1,258
1887-88.....	1,268
1888-89.....	1,313
1889-90.....	1,301
1890-91.....	1,301
1891-92.....	1,192
1892-93.....	1,215
1893-94.....	1,252
1894-95.....	1,385
1895-96.....	1,306
1896-97.....	1,412
1897-98.....	1,468
1898-99.....	1,482
1899-1900.....	1,459
1900-1901.....	1,487
1901-1902.....	1,442
1902-1903.....	1,409
1903-1904.....	1,400
1904-1905.....	1,394
1905-1906.....	1,418
1906-1907.....	1,447

Average attendance in the public schools, as given in printed reports, for the thirty-seven years since the formation of the city school district :

1870-71.....	1,270
1871-72.....	1,257

1872-73.....	I, 231
1873-74.....	I, 225
1874-75.....	I, 225
1875-76*.....	
1876-77*.....	
1877-78*.....	
1878-79.....	I, 028
1879-80.....	I, 388
1880-81.....	I, 436
1881-82.....	I, 440
1882-83.....	I, 393
1883-84.....	931
1884-85.....	I, 029
1885-86.....	I, 118
1886-87.....	I, 134
1887-88.....	I, 115
1888-89.....	I, 158
1889-90.....	I, 145
1890-91.....	I, 122
1891-92.....	I, 053
1892-93.....	I, 088
1893-94.....	I, 149
1894-95.....	I, 288
1895-96.....	I, 176
1896-97.....	I, 281
1897-98.....	I, 352
1898-99.....	I, 357
1899-1900.....	I, 332
1900-1901.....	I, 365
1901-1902.....	I, 348
1902-1903.....	I, 301
1903-1904.....	I, 304
1904-1905.....	I, 307
1905-1906.....	I, 322
1906-1907.....	I, 341

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\*No report printed.

The graduating exercises of the High school were held in the opera house, at two forty-five o'clock, Thursday, June 20, 1907. The program was as follows:

1. MARCH, "A Toi." *Ringyette*  
Miss Grace W. Hooper.
2. PRAYER;  
Rev. B. F. Eaton.
3. SOLO AND CHORUS "The Alpine Shepherd's  
Song," *Abt.*  
The High School Chorus.
4. THREE PART SONG, "Joys of Spring," *Geibel*  
Girls Semi Chorus.
5. ADDRESS TO THE GRADUATES,  
Hon. W. W. Stetson, Augusta, Maine.
6. SOLO AND CHORUS, "The Red Scarf," *Bonheur*  
The High School Chorus.
7. PRESENTATION OF DIPLOMAS,  
Mr. George J. Foster, Chairman of School Committee.
8. SOPRANO SOLO, "Carmena," *Watson*  
Miss M. Estelle Patterson.
9. CLASS ODE, "No Palm Without the Toil," *Murtaugh*  
The Graduating Class.

*Accompanists*—Miss Grace W. Hooper, Miss M. Estelle Patterson, Miss Celeste J. M. Murtaugh, Miss Elizabeth T. Pike.

*Soloists*—Miss M. Estelle Patterson, Mr. Edward W. Young.

*Class Odist*—Miss Emma Z. Randall.

## CLASS OF 1907.

Gertrude Belle Abbott	Matilda Alicia Milner
Ethel Louise Anderton	Celeste Julya Mary Mur-
Lena Rose Brown	taugh
Jennie Frasier Card	Ralph Waldo Emerson
Lionel Sidney Dangerfield	Nash
Albert Joel Davis	Martha Estelle Patterson
Ruth French Dearborn	Emma Zerviah Randall
Margaret DeMeritt	Olivia Mary Jane Rich-
Philip James Flanders	ardson
Diadama George	Hiram Hall Roberts .
Mary Elena Grady	Annie Wright Taylor
Bernice Marion Hayes	Robert Gage Thompson
Edward Horace Hill	Agnes Walker
Frank Paul Kennedy	Florence Helen Walker
Clara Frances McLaugh-	John Cambridge Whitte-
lin	more
Margaret Rose McNeil	

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OFFICERS OF THE CLASS.

President, Philip J. Flanders.  
Vice President, Lionel S. Dangerfield.  
Secretary, John C. Whittemore.  
Treasurer, M. Estelle Patterson.

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CLASS MOTTO.

"No Palm Without the Toil."

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CLASS COLORS.

White and gold.

Number of graduates of the high school during the last seventeen years :

	Boys.	Girls.	Total.	Per cent. Boys.
1891.....	5	17	22	23
1892.....	5	21	26	19
1893.....	8	12	20	40
1894.....	9	10	19	47
1895.....	6	19	25	24
1896.....	6	28	34	18
1897.....	3	25	28	11
1898.....	19	8	27	70
1899.....	11	20	31	35
1900.....	11	14	25	44
1901.....	8	23	31	26
1902.....	6	10	16	38
1903.....	9	21	30	30
1904.....	7	17	24	29
1905.....	11	21	32	34
1906.....	9	15	24	37
1907.....	9	19	28	32

The September registration of the high school since 1884 has been :

	Boys.	Girls.	Total.	Per cent. Boys.
1884.....	58	91	149	39
1885.....	68	83	151	45
1886.....	59	73	132	44
1887.....	46	84	130	34
1888.....	40	98	138	29
1889.....	49	92	141	35
1890.....	48	84	132	36
1891.....	49	79	128	38
1892.....	50	89	139	36
1893.....	52	104	156	33
1894.....	66	103	169	39
1895.....	67	106	173	39
1896.....	76	98	174	43



	Boys.	Girls.	Total.	Per cent Boys.
1897.....	74	93	167	44
1898.....	72	114	186	39
1899.....	69	96	165	42
1900.....	73	100	173	42
1901.....	68	95	163	41
1902.....	77	101	178	43
1903.....	72	105	177	41
1904.....	79	111	190	42
1905.....	106	134	240	44
1906.....	103	127	230	45
1907.....	133	151	284	47

Following is a list of the various studies in the high school courses with the number of pupils pursuing each during the year ending June, 1907 :

English literature.....	207
Composition.....	206
Rhetoric.....	207
Vocal music.....	153
Drawing.....	77
Algebra.....	121
Geometry.....	85
Physics.....	46
Chemistry.....	10
Botany.....	29
Physical geography.....	31
Latin.....	108
Greek.....	7
French.....	87
German.....	19
English history.....	15
Greek history.....	64
Roman history.....	68
Mediæval history.....	25
United States history.....	17

Commercial law.....	15
Correspondence.....	28
Stenography.....	13
Typewriting....	14
Spelling.....	28
Penmanship.....	28
Bookkeeping.....	15
Commercial arithmetic.....	15
Solid geometry.....	7
Trigonometry.....	7
Elementary harmony.....	23

# PROGRAM OF STUDIES, DOVER HIGH SCHOOL.

	Classical Curriculum.	Scientific Curriculum.	General Curriculum.	Commercial Curriculum.
FIRST YEAR	<p>English Latin Algebra History, Ancient Elective { Music Drawing }</p>	<p>English Phys. Geog. and Botany Algebra Elect one { History, Anc. Latin Music Drawing }</p>	<p>English History, Ancient Algebra Elect one { Latin Physic. Geog. and Botany Music Drawing }</p>	<p>English Commercial Arith. and Geom. Elect one { Algebra History, Ancient Geometry }</p>
SECOND YEAR	<p>English Latin Geometry Elect one { Physics French Music Drawing }</p>	<p>English Physics Geometry Elect one { French Latin Music Drawing }</p>	<p>English History, Med. and Mod. Elect two { Geometry Latin Physics French Music Drawing }</p>	<p>English Bookkeeping Comm. Law and Penman's Elect one { Physics History, Med. and Mod. Geometry }</p>
THIRD YEAR	<p>English Latin Mathematics Rev. Elect one { French German Music Drawing }</p>	<p>English Physics Advanced Mathematics Rev. Elect one { French German Music Drawing }</p>	<p>English History, English Math. Rev. Elect two { Latin French German Phys. Adv. Music Drawing }</p>	<p>English Bookkeeping Adv. Stenography Typewriting Business English</p>

FOURTH YEAR		English Latin History, U. S. Elect one { French German Chemistry Elective { Music Drawing	English Chemistry History, U. S. Elect one { Math. Adv. French German Elective { Music Drawing	English History, U. S. Elect two { Latin French German Chemistry Math. Adv. Music Drawing	English History, U. S. Stenography, Adv. Typewriting, Adv. Business English Com. Arith., Adv.	5 3 3 5 5 5 2
-------------	--	--	---	---	--	---------------------------------

## ORDER OF RECITATIONS,

Bells	Room 3. Mr. Butterfield	Room 11. Mr. Smith	Room 10. Miss Jordan	Room 5. Miss Ham.	Room 8. Miss Peacock.	Room 9. Miss Hooper.
8.25	Sup'rvis'n	IV Chemist'y	IA Latin.	C English.	II A Geom'try.	II B French.
9.12	IA Ancient History.	Lab'ratory	III Latin.	IVB U. S. History. M. W. T.	II B Geom'try.	I B Latin.
9.59	Sup'rvis'n	III Advanced Physics.	IV Latin.	I A English.	I B Algebra.	
10.45						

### RECESS.

11.00	I B Ancient History.	II A Physics.	III Greek.	IV A U. S. History. T. T. F.	I A Algebra.	III French.
11.46	Supervi'n.	II B Physics.	II Latin.	I B English.		IV French.
12.32	IV Adv. Algebra Solid G'ometry. Trigo'm- etry.	I Physical Geog. Botany.		II B English.	III Algebra. Geomet'y.	II A French
1.18						

CLASS I—Entering Class.

CLASS II—Second Year.

CLASS III—Third Year.

CLASS IV—Graduating Class.

# **HIGH SCHOOL, DOVER, N. H.**

Room 1 Miss Hammond	Room 7 Miss Sawyer.	Room 6. Miss Crosby.	LIBRARY. Miss Shaw.	Room 13 Miss Sawyer.	Ass. HALL. Mr. French.
IV Stenograp'y	II Boo'k'eping T. W. T. F.	III A English.	III English History.	I B Drawing M.	
III Pen'ship & Spelling. F Typewriti'g M. T. W. T.	III Boo'k'eping M. T. W. T	II A English.	IV German.	IV Drawing. F.	
IV Stenograp'y	II Com. Arith. & Com. Geog. M. T. T. F.	III B English.	I C Algebra.	II Drawing. W.	

## **RECESS.**

II Pen'ship & Spelling. T. W. F. Typ'writing M. Th.	II Boo'k'eping M. III Boo'k'eping T. W. T. F.		II Med. & Mod. History.		II Music. W.
III Pen'ship & Spelling. M. Th. Typ'writing W. T. F.	II Com. Law. M. F. Com. Arith. & Com. Geog. W.	IV B English.	III German.	I A & C Drawing. Tu. III Drawing. Th.	I Music. W.
III Stenograp'y	I Com. Arith. & Com. Geog.	IV A English.			IV Music. W.

Chorus Practice Wednesdays, sixth period.

Thursday Afternoon Session, 2.30-4, for "make-up" work and assistance.

## GRADUATES OF THE GRAMMAR SCHOOLS.

## SAWYER SCHOOL.

Angie M. Bennett,	Charles F. Lempke,
Luella M. Bumford,	Fred L. McCabe,
Carl Chessia,	James V. McCabe,
May L. Clement,	Gladys McKone,
Ralph Cole,	Oscar N. Myhr,
John C. Collins,	Pansy M. Nason,
Hazel M. Davis,	Mildred N. Nutson,
Christine Dutton,	Dávid L. Pettingill,
Fred A. Emerson,	Philip Pinkham,
Carl D. Everingham,	Frank Rines,
Mildred Flanders,	Kenneth Sherman,
Florence M. Fox,	Mabel Spencer,
Elsie M. Halladay,	Nellie Swinerton,
Lottie Hurd,	Tena Thomas,
Bessie B. Hussey,	Annie L. Thompson,
Amadao Iovine,	G. Carrie Tibbetts,
Humbert Iovine,	Helen D. Tobey,
Mary Irvin,	James H. Walker,
Perley M. Jenness,	Gertrude Wardwell,
Annie M. Kimball,	Warren E. Wiggin,
Ella Leighton,	George Worcester,
Maud H. Young.	

## HIGH SCHOOL (a).

Minna Gertrude Boomer,	Isabel Jane Fernald,
Joseph Boothroyd,	Winfield Gage French,
Nellie Edna Brooks,	Florence E. Hallworth,
Eldora May Brownell,	James Francis Hodgins,
Chester Arthur Brownell,	Effie Mary Holley,
Lola Amelia Bryson,	Helmood Hornig,
Grace Florella Card,	Floyde Sanderson Ingalls,
Frank Loring Critchett.	Anna Marie Knott,

John Roberts Mason,	James Arthur Stackpole,
James Albert Moore,	Charlotte Sykes,
Lottie Gilbertha H. Pound,	Arthur Walmesley,
John Rodney Perkins,	Thomas Ruggles Whiteley,
Annie May Ross,	Margaret Elizabeth Willey,
Chester Alexander Shaw,	Ruth Edna Willey,
Ethel May Smith,	George Marshall Wright,
Daniel Jefferson Smith,	Charles Harold York.

## HIGH SCHOOL (b).

Marion Cannavan,	John I. Garside,
Mary H. Card,	John Grady,
Ralph W. Caswell,	Margaret Gulline,
Grace T. Chester,	Roland Hammond,
Mildred H. Colbath,	Dora M. Hobby,
Francena Coleman,	Ernest Jenkinson,
Allison B. Conway,	Marion E. Kennedy,
Delmore D. Crockett,	Roy Meserve,
Mabel A. Drew,	Francis J. Morgan,
Harry L. Farnham,	James J. Mowry,
Nettie E. A. Finley,	Armand L. Murdoch,
Marjorie Frary,	Donald Ordway,
Frank A. French,	Cecil F. Tasker,
	Pitt S. Willand.



## NORTH SIDE.

Martin J. Galligan, residence, 39 Fourth street.

Sawyer, 8.15 to 9.00; 10.05 to 10.30 A. M. 1.25 to 2.15 P. M.

Sherman, 9.05 to 9.30 A. M. 12.45 to 1.10; 3.00 to 3.30 P. M.

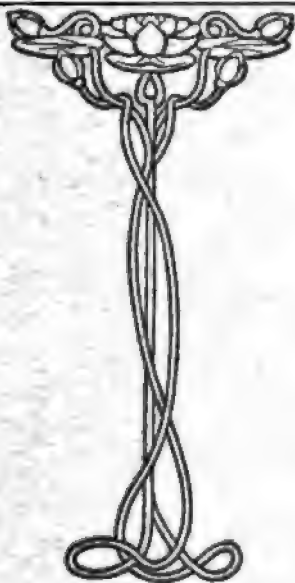
Peirce, 9.35 to 10.00; 11.30 A. M. 2.40 to 3.00; 3.30 to 3.45 P. M.

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# **PUBLIC SCHOOLS**

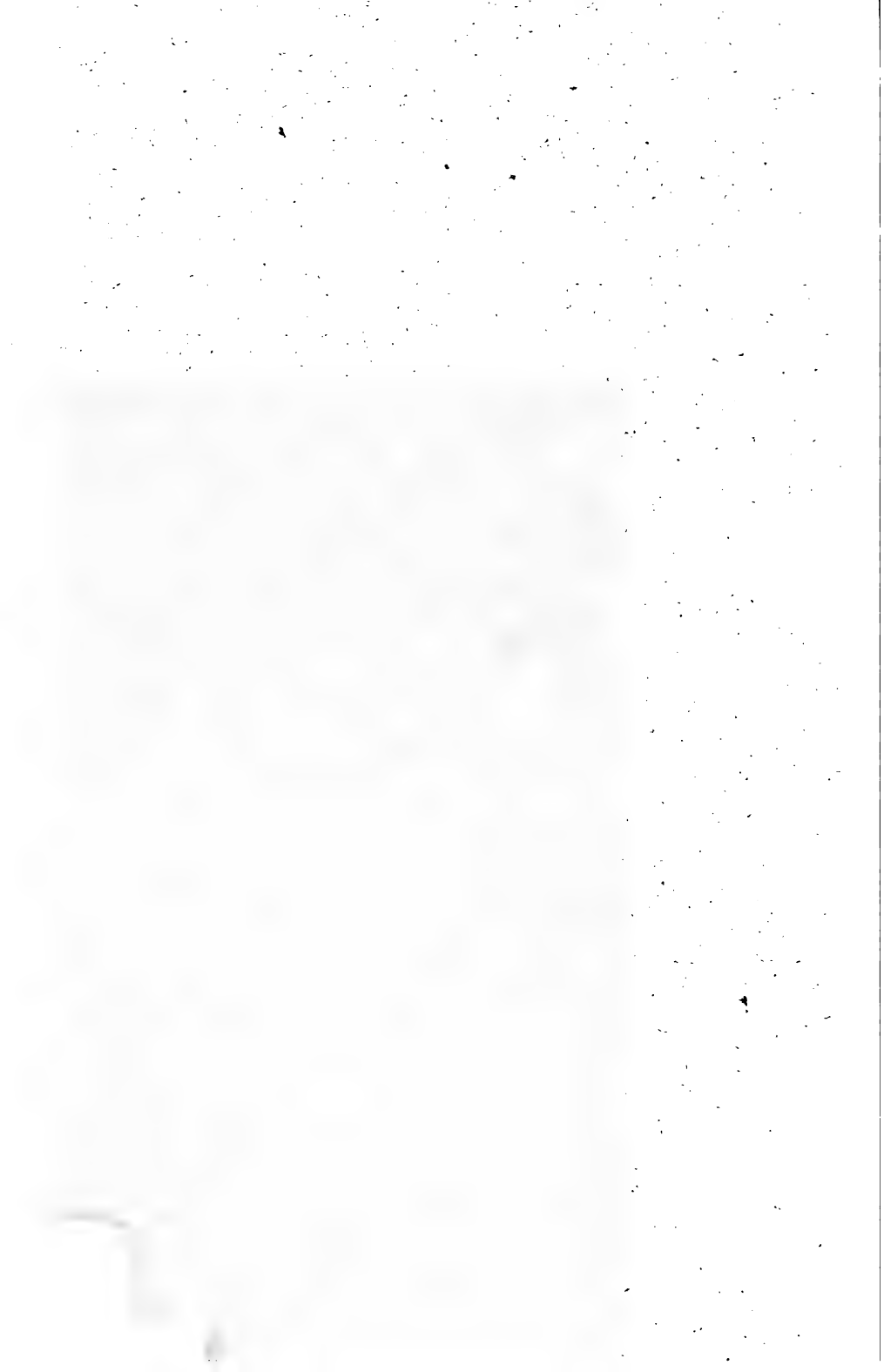
**DOVER, NEW HAMPSHIRE**

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**NINETEEN HUNDRED AND EIGHT**

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# THIRTY-NINTH ANNUAL REPORT

OF THE

## SCHOOL COMMITTEE

OF THE

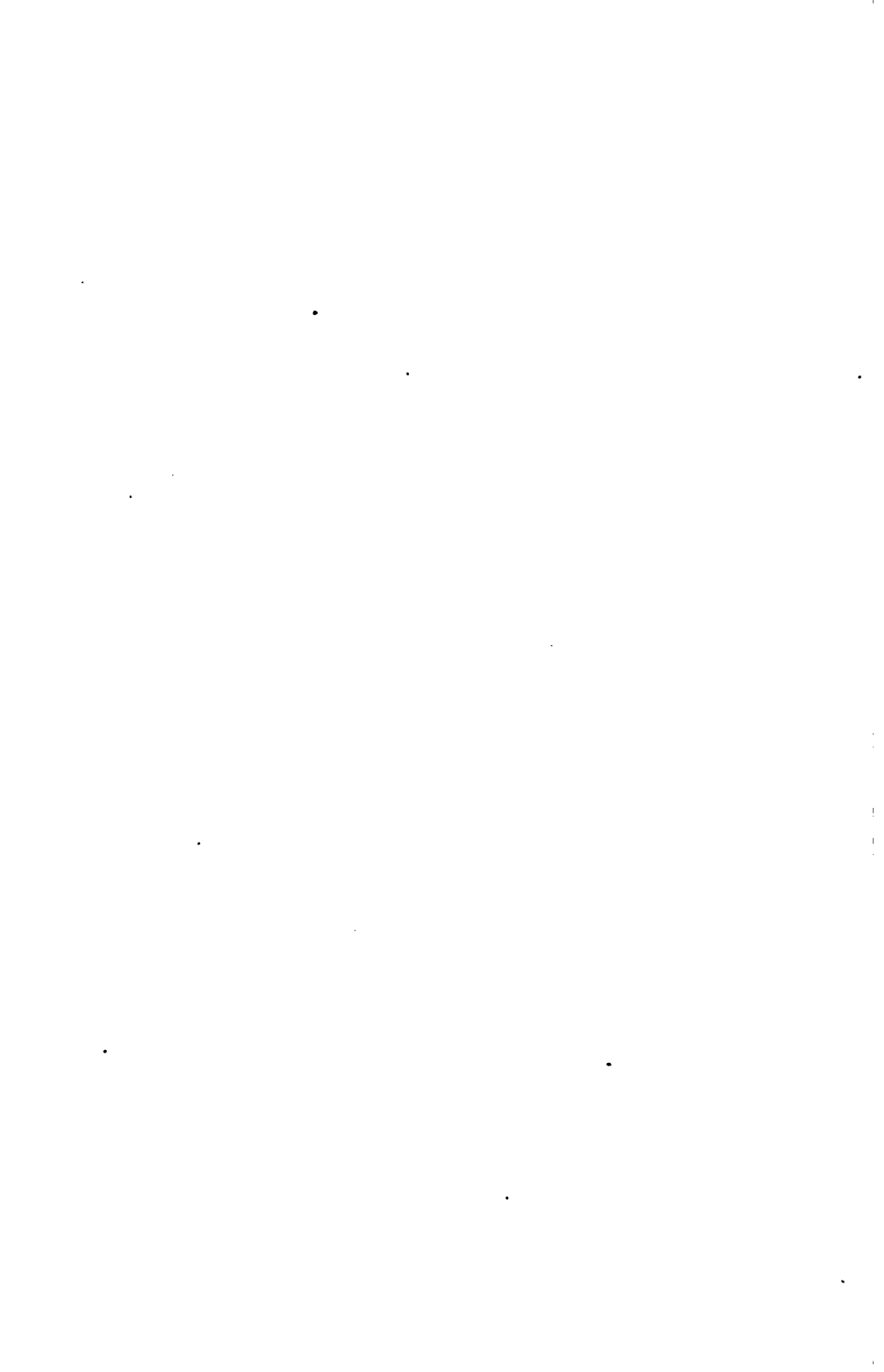
CITY OF DOVER, N. H.

FOR THE

Year Ending December 31, 1908.



DOVER, N. H.  
THE MARSHALL PRESS, PRINTERS.  
1909.



DOVER, N. H., January 18, 1909.

TO THE CITY COUNCILS OF THE CITY OF DOVER:

By vote of the school committee of the city of Dover, I have the honor to communicate to you the annual report of said committee to the city, adopted December 31, 1908, as prescribed by section 12, chapter 92, of the public statutes of the State of New Hampshire, of which report the reports of the superintendent of schools, the committee on finance and claims, the principal of the high school, the music teacher, and the truant officer, also herewith presented, were, by vote of the school committee, made a part.

Respectfully submitted,

JAMES H. SOUTHWICK,

Secretary.



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# ANNUAL REPORT

## OF THE

### SCHOOL COMMITTEE

FOR THE YEAR 1908.

In accordance with the laws of the state of New Hampshire, the school committee of the city of Dover presents its report for the year 1908, it being the thirty-ninth in the series of reports of the city district.

#### THE SCHOOL COMMITTEE, 1908.

Members.		Term expires.
George J. Foster,	Ward 1 . . . . .	Jan. 1910
Charles E. Wendell,	" 1 . . . . .	Jan. 1909
Mrs. Edna F. Rines,	" 2 . . . . .	Jan. 1910
Mrs. Ellen T. Scales,	" 2 . . . . .	Jan. 1909
George E. Buzzell,	" 3 . . . . .	Jan. 1910
Charles A. Fairbanks,	" 3 . . . . .	Jan. 1909
Allen P. Richmond, Jr.,	" 4 . . . . .	Jan. 1910
John E. Anthes,	" 4 . . . . .	Jan. 1909
James N. Whelan,	" 5 . . . . .	Jan. 1910
Andrew Killoren,	" 5 . . . . .	Jan. 1909

#### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1 . . . . .	Jan. 1909
James H. Southwick	" 2 . . . . .	Jan. 1910
Frederic E. Smith,	" 3 . . . . .	Jan. 1909
George E. Hall,*	" 4 . . . . .	Jan. 1910
James F. Dennis,	" 5 . . . . .	Jan. 1909

Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday of each month, at half-past seven o'clock, P. M.

\* Resigned; succeeded by Dr. G. A. Tolman.

## ORGANIZATION FOR 1908.

Chairman,

GEORGE J. FOSTER,

4 Hough Street.

Secretary,

JAMES H. SOUTHWICK,

665 Central Avenue.

## SUB-COMMITTEES.

Qualifications of teachers—Foster (ex-officio), Hall, Mrs. Rines, Buzzell, Mrs. Scales, Richmond.

Finance and claims—Fairbanks, Southwick, Wendell, Anthes, Foster.

Text-books—Hall, Southwick, Fairbanks, McDuffee, Buzzell.

Music and drawing—Anthes, Smith, Southwick, Mrs. Scales, Mrs. Rines.

Health—Richmond, Killoren, Smith, Anthes, Dennis.

High school—Foster (ex-officio), Hall, Fairbanks, Wendell, Anthes, Killoren.

Grammar schools—McDuffee, Fairbanks, Hall, Buzzell, Wendell.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Ungraded schools—Wendell, McDuffee, Mrs. Scales, Richmond, Dennis.

Evening school—Killoren, Smith, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Wendell, Richmond.

Truancy—Dennis, Anthes, Buzzell.

Auditors—McDuffee, Smith.

Superintendent of Schools,  
**AUSTIN H. KEYES, Ph. D.,**  
 Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays  
 and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays, and  
 Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,  
**WILLIAM K. CHADWICK,**  
 Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,  
**VALMORE H. CAVERLY,**  
 Residence, 17 Kirkland Street,  
 Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school  
 days.

### THE SCHOOL COMMITTEE, 1909.

Members.		Term expires.
George J. Foster,	Ward 1 . . . . .	Jan. 1910
Charles E. Wendell,	" 1 . . . . .	Jan. 1911
Mrs. Edna F. Rines,	" 2 . . . . .	Jan. 1910
Mrs. Ellen T. Scales,	" 2 . . . . .	Jan. 1911
George E. Buzzell,	" 3 . . . . .	Jan. 1910
Charles A. Fairbanks,	" 3 . . . . .	Jan. 1911
Allen P. Richmond, Jr.,	" 4 . . . . .	Jan. 1910
John E. Anthes,	" 4 . . . . .	Jan. 1911
James N. Whelan,	" 5 . . . . .	Jan. 1910
Andrew Killoren,	" 5 . . . . .	Jan. 1911

#### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1 . . . . .	Jan. 1911
James H. Southwick,	" 2 . . . . .	Jan. 1910

Frederic E. Smith,	Ward 3 . . . . .	Jan. 1911
George A. Tolman,	" 4 . . . . .	Jan. 1910
James Brennan,	" 5 . . . . .	Jan. 1911

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Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday of each month, at half-past seven o'clock, P. M.

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### ORGANIZATION FOR 1909.

Chairman,  
**CHARLES A. FAIRBANKS,**  
 360 Central Avenue.

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Secretary,  
**JAMES H. SOUTHWICK,**  
 665 Central Avenue.

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#### SUB-COMMITTEES.

Qualifications of teachers—Fairbanks (ex-officio), Mrs. Rines, Smith, Mrs. Scales, Richmond, Tolman.

Finance and claims—Southwick, Wendell, Anthes, Foster, Fairbanks.

Text-books—Foster, McDuffee, Buzzell, Southwick, Smith.

Music and drawing—Anthes, Whelan, Southwick, Mrs. Rines, Brennan.

Health—Richmond, Killoren, Tolman, Anthes, Brennan.

High school—Fairbanks (ex-officio), Foster, Wendell, Anthes, Killoren, Smith.

Grammar schools—McDuffee, Buzzell, Wendell, Tolman, Mrs. Scales.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Suburban schools—Wendell, McDuffee, Mrs. Scales, Richmond, Brennan.

Evening school—Killoren, Foster, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Southwick, Richmond.

Truancy—Brennan, Smith Tolman.

Auditors—McDuffee, Buzzell.

Superintendent of Schools,  
AUSTIN H. KEYES, Ph. D.,  
Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays, and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,  
WILLIAM K. CHADWICK,  
Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,  
VALMORE H. CAVERLY,  
Residence, 17 Kirkland Street,  
Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

## CALENDAR ADOPTED JUNE, 1908.

FOR THE YEAR 1908-1909.

All schools open September 8, 1908, for fifteen weeks to December 18, 1908.

Vacation two weeks.

All schools open January 4, 1909, for thirteen weeks to April 2, 1909.

Vacation one week.

All schools open April 12, 1909. High, ten weeks to June 18, 1909; other schools, nine weeks to June 11, 1909.



## REPORT OF CHAIRMAN.

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### TO THE SCHOOL COMMITTEE:

The year just closing has shown material progress in our schools both in increased attendance and general interest manifested by pupils. The overflow in the grammar grades has necessitated the establishment of a new eighth grade school in the basement of the city building; not an ideal place for a day school. The time is fast coming, if it has not already arrived, when the city will be obliged to provide additional quarters for pupils below the high school. Some of our rooms are over-crowded, which is not conducive to the best results. Thirty to thirty-five pupils are as many as any teacher can handle to advantage. A larger number means that the pupils cannot receive that personal attention from the teacher which they should in order to show constant progress. The attendance at the high school has been next to the largest in its history, with a present enrollment of 277. Excellent work is being done there, as far advanced as in any high school in the state. There is one important feature which should like to see added to our high school. I refer to manual training. The more I see and hear of this branch of work elsewhere, the more I am convinced that it will soon be the universal practice in high schools of the better class. It is practical education of the right sort, and a public sentiment needs to be created here, which will lead to the installation of this important branch. Some citizen of means, interested in the instruction of our youth, could do no better than link his name for all time with our schools by establishing such a department.

The end of this year marks twenty-two years in which I have been connected with this committee, the last six as chairman. I wish to thank the members of the committee for their courtesy and good will manifested to me in many

ways. I have enjoyed meeting together for these many years and have ever found members eager to do everything in their power to enhance the standing of our schools and aid the rising generation in every possible way. No nobler work can be undertaken than this. I shall retire from the chairmanship with the present year. I have held the office much longer than I expected when first elected, and I feel that duties elsewhere should now more largely claim my attention.

The report of the superintendent contains much statistical information of value, as well as recommendations for the progress of our schools. The finance committee's report shows in detail the resources and expenditures of the committee. I would refer you to both reports.

Respectfully submitted,

GEO. J. FOSTER,

Chairman.

# ANNUAL REPORT

## OF THE

### COMMITTEE ON FINANCE AND CLAIMS.

#### TO THE SCHOOL COMMITTEE :

The committee on finance and claims makes the following report as to the receipts and expenditures of the board during the year ending December 31, 1908.

The resources of the committee, apart from the special appropriation for evening school and text-books, were as follows :

#### RESOURCES.

Appropriation by law . . . . .	\$ 29,692 50
In excess of required sum . . . . .	3,807 50
Tuition from non-resident pupils . . . . .	2,121 25
From dog licenses . . . . .	855 70
Literary fund from state treasurer . . . . .	927 99
From library for janitor and coal . . . . .	800 00
	<hr/>
	\$38,204 94
Deficit from 1907 . . . . .	79 31
	<hr/>
	\$38,125 63

#### EXPENDITURES.

Expended . . . . .	\$37,924 81
	<hr/>
Balance . . . . .	\$200 82

#### GENERAL EXPENSE ACCOUNT SUB-DIVIDED.

Fuel . . . . .	\$ 3,675 17
Salaries . . . . .	28,267 25
Care of rooms . . . . .	2,697 19
Books, printing and stationery . . . . .	358 34
Transportation . . . . .	2,020 00
Miscellaneous . . . . .	906 86
	<hr/>
	\$37,924 81

## SPECIALS.

## TEXT-BOOKS AND SUPPLIES.

Balance from 1907 . . . . .	\$ 9 47
Appropriation for 1908 . . . . .	1,900 00
Sale of books . . . . .	85 40
	<hr/>
	\$1,944 87
Expended, 1908 . . . . .	2,026 06
	<hr/>
Deficit . . . . .	\$81 19

## EVENING SCHOOL.

Balance from 1907 . . . . .	\$ 69 84
Appropriation for 1908 . . . . .	700 00
	<hr/>
	\$769 84
Expended . . . . .	751 25
	<hr/>
Balance . . . . .	\$18 59

## BALANCES.

General appropriation . . . . .	\$200 82
Evening school . . . . .	18 59
	<hr/>
	\$219 41

## DEFICIT.

Text-books and supplies . . . . .	\$81 19
	<hr/>
Balance December 31, 1908 . . . . .	\$138 22

Respectfully submitted,

CHAS. A. FAIRBANKS,  
J. H. SOUTHWICK,  
CHARLES E. WENDELL,  
J. E. ANTHES,  
GEO. J. FOSTER,

Committee on Finance and Claims.

## REPORT OF AUDITORS.

We the undersigned, have examined the books, papers and accounts of Wm. K. Chadwick, treasurer of the school committee, and find them correctly kept, rightly cast and vouched for, and that the sum of \$138.22 remains in the hands of the treasurer, which we find to be on deposit in the Strafford National bank.

We have also examined the receipted bills in the hands of the secretary, and find them to be properly approved by the committee on finance and claims, receipted in full, and to correspond with the orders on the treasurer drawn therefor.

GEORGE D. McDUFFEE,  
FREDERIC E. SMITH,  
Auditors.

Dover, N. H., December 31, 1908.

## ESTIMATES FOR 1909.

## TO THE SCHOOL COMMITTEE:

The committee on finance and claims, having carefully considered the necessities of the schools for the year 1909, report as follows:

## GENERAL APPROPRIATION.

Fuel . . . . .	\$3,600 00
Salaries . . . . .	29,100 00
Care of rooms and cleaning . . . . .	2,700 00
Books, printing and stationery . . . . .	400 00
Transportation . . . . .	2,000 00
Miscellaneous . . . . .	900 00
	<hr/>
	\$38,700 00

## RESOURCES.

Balance 1908 . . . . .	\$ 200 82
Literary fund, (Est.) . . . . .	900 00

Tuition, (Est.) . . . . .	2,000 00	
Dog licenses, (Est.) . . . . .	900 00	
Library, for janitor and fuel (Est.)	1,200 00	
	<hr/>	\$5,282 00

Needed from city by appropriation . . . . . \$33,499 18

TEXT-BOOKS.

Estimated cost of text-books and supplies . . \$2,000 00

EVENING SCHOOL.

An appropriation for evening school . . . . \$700 00

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APPROPRIATIONS FOR 1909.

TO BE EXPENDED BY THE SCHOOL COMMITTEE.

For school purposes as required by law . . .	\$29,692 50
In excess of required sum . . . . .	3,807 50
Text-books and supplies . . . . .	1,900 00
Evening school . . . . .	700 00

TO BE EXPENDED BY THE CITY COUNCILS.

Repairs of schoolhouses . . . . .	\$1,600 00
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# **ANNUAL REPORT**

## **OF THE**

### **SUPERINTENDENT OF SCHOOLS.**

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**TO THE SCHOOL COMMITTEE OF THE SCHOOL DISTRICT OF THE  
CITY OF DOVER:**

I have the honor to submit my fifth annual report, it being the thirtieth in a series of similar reports.

Statistics concerning the enrollment of pupils, the attendance, etc., based on the school year from September 1, 1907, to June 30, 1908, and the financial statistics based on the fiscal year, are incorporated in this report under the proper headings.

The ideal annual report will present the history of the schools for the year, will give the necessary statistics, and will offer such suggestions as seem to be for the advancement of the schools. In the appendix this year I have given a list of all of the graduates of the high school since its formation. If it were possible, I would like to give the present address and occupation of each. On account of the large space occupied by the list of graduates, I shall present a more concentrated account of the work of the school year, and shall only offer a few suggestions for the improvement of the schools.

#### **PENMANSHIP.**

Our teachers for many years have loyally supported the vertical system and have endeavored to get good results. In certain ways they have been successful. The pupils at the end of the course wrote a good legible hand, but with very slow speed. The form of the writing was not pleasing to business houses nor was the speed acceptable. Therefore, it has seemed best to the teachers and myself to change to a system that would be usable in business houses. That system must have muscular or forearm movement; it must have

plain, simple, graceful letters; it must have uniformity and symmetry; it must have speed.

After examining many systems for a number of years, we found the Palmer Method the most complete and usable one. This method was adopted by the committee at the September meeting. An instructor was at once sent by Mr. Palmer to Dover and the teachers have commenced to learn the method. The teachers are very enthusiastic and have determined to thoroughly master the method before the end of the school year. They feel that they are not working now upon a fad that will be changed in a few years but upon a permanent piece of work. They know that muscular movement has always been necessary for good, rapid writing, that plain, simple letters written with speed and uniformity make the best penmanship; and these characteristics they mean to secure in their classes. In a few years we shall expect great improvement in the penmanship of our pupils, and many of them when they graduate from the grammar school will be professional penmen. Good writing will have to be sacrificed by our pupils for a few months until the muscular movement becomes automatic, but when we think of the result to be secured, present imperfections can be overlooked.

#### OTHER STUDIES.

The other studies of our course move along in the channels outlined in previous reports. Reading and language are receiving greater emphasis, and justly so. More and more must our pupils acquire a good vocabulary, an ease in oral reading, and a proper understanding and appreciation of good literature. They must learn to read silently, get the thought, and carry it. In language it is the purpose of our work to teach the children to speak pure and simple English with freedom, to write compositions and especially letters correct in mechanical details such as spelling, capitals, punctuation, etc., and also expressing in well worded English the thought desired. Spelling in all of the written work is carefully supervised by the teachers, and every effort made to prevent errors.



In arithmetic our teachers are carrying out the work of the course, and they feel now that they have what they can do well in the allotted time, and by constant reviews they are fixing in a permanent way the main principles and are securing a fair accuracy. In geography and other studies the same general lines of advancement are being followed.

#### TEACHERS' RESIGNATIONS.

Our teaching force in the grades remains stable, only two changes since the last report. In the high school nearly half the corps has changed during the year. The changes are due in part to the fact that we cannot retain teachers but a few years at the salaries we pay. As soon as they become proficient in their work they are able to secure better salaries elsewhere. Those teachers whose homes are not in Dover are more easily taken from our school system.

The loss of teachers for the year are as follows: Susie M. Jordan, Julia M. Ham, Vara H. Sawyer, Ruth S. Crosby, assistants in the high school; Annie L. Ricker, grades 5, 6 Belknap school; Emma Z. Randall, Upper Neck school. These vacancies were filled by the following teachers: Frances R. Foster, Bessie M. Brackett, Bertha F. Foster, and Mae Ashworth, assistants in the high school; Florence A. Morrison, grades 5, 6 Belknap school; Mildred Smith, Upper Neck school. Chester S. Wendell was elected to teach drawing in the high school for this year. Owing to the large number of pupils in grade 8 a new school was opened and Florence A. Morrison was transferred to that school and Gertrude F. Lyons was elected teacher of grade 5 b in the Belknap school.

#### TEACHERS' MEETINGS.

After giving three lectures in the course in pedagogy upon perception and apperception as outlined in last year's report it seemed best to me to give a course in experimental psychology upon the same subjects while the matter was fresh in the teachers' minds. The rest of the school year was spent upon experimental work.

The teachers will need quite a part of this school year to learn the muscular movement writing. There will be a number of meetings in which instruction will be given by an expert and the teachers will need to practice considerable time each day in addition. Therefore, it seems wise to me to postpone our meetings for professional study until this special work is done.

In the high school the faculty and I have entered upon a plan of preventing any unsatisfactory work. Our idea is to look after the needs of every pupil to secure good attendance and faithful work. There seems to be no need under our present marking system for the mark of "U" to go upon any pupil's card, since every pupil that is faithful to duty may secure other marks. I shall hold frequent conferences with the teachers and consider the case of every pupil that is backward or slow in his studies or unwilling to work. Every child that is faithful and does the best he can ought to have the privileges of a high school training and ought to be promoted at the proper time; on the other hand every pupil that is unwilling to work is by nature a truant and a loafer and, if he cannot be changed in any way, he should be suspended from the school as soon as it is discovered that his course of action cannot be changed. It should be thoroughly understood that faithful work is one of the requisites for membership in the high school. By careful consideration of individual cases in frequent high school meetings I am in hopes to obliterate unsatisfactory work from the school. Therefore, lectures on professional subjects will be postponed until this special problem can be solved.

#### PROMOTIONS.

Our public schools are for the good of every child, the poor as well as the rich, the slow and the dull as well as the quick and the intelligent. All should have equal chance. The merits and needs of every individual should be considered and what is best in each case should be done. In the primary grades some children, on account of their slow development or their lack of application, should be kept two

years in a grade. This is also true in fewer cases in the grammar grades. On the other hand there are some pupils of a low grade of intellect who would never master a year's work, there are others that are mentally unbalanced and inefficient in all lines. These pupils, if they spent a lifetime in school, would never know much. It seems expedient to me to give such pupils the best our schools can offer in the allotted time and allow them to go out feeling that they have completed the course to the best of their ability. What more can the most intelligent do?

In the high school this principle of promotion extends to all faithful work and I believe we are coming nearer an ideal school on that account. The ideal will be reached when we have converted every truant and loafer into a faithful worker or sent him from our midst.

#### MANUAL TRAINING.

While no action has been taken at present upon manual training in our city, yet no school report should fail to mention it. It is of vital importance. Congress in a few years will render substantial help in its support, and I live in hopes that some friend of education and of young men and women will bequeath us sufficient to build a school for manual training, and then the city with national help will be able to run a first-class manual training and trade school. At present our city cannot afford to provide a building and run a trade school.

#### SCHOOL ACCOMMODATIONS.

This school year we are confronted with the same problem met for several years, insufficient school accommodations on the south side. The two schools of grade 8 were very much crowded and it was found necessary to open another school for that grade. The problem was to secure a room. The grammar school committee after careful consideration of several locations decided it was best to partition off a room in the evening school quarters in the basement of City Hall. The committee on repairs of schoolhouses agreed with them,

and have finished a room in the southwest corner of the evening school room. All the work has been very neatly and tastefully done and we have now one of the pleasantest rooms in the city for this school.

For the time being the need of a room has been met. But in a few years at least we shall need more rooms on the south side. The two grade schools will be crowded out of the high school and we shall need a four-room building. The building should be in the Belknap school yard or between Hale school and Silver street.

#### HIGH SCHOOL.

At the present time the total enrollment in the high school is 276 pupils, about the same as it was last year at this time. For our present population we have about reached our maximum number. That maximum should be about 300. The graduating class from the 8th grade last June numbered but 87; 80 per cent. of these entered the high school. There is some decrease in the number of tuition pupils. Our present number is 47. Last year during the fall term it was 57. This decrease was due to the fact that we graduated last June 10 tuition pupils and our gains this fall have just made up for the other losses during the year. The number entering from each of the surrounding towns has been quite small, due to the fact that more grammar graduates went to work on account of the hard times. In spite of our losses this fall, the record of tuition receipts is pleasing for the last five years.

1904 . . . . .	\$ 888 00
1905 . . . . .	1,401 83
1906 . . . . .	1,654 00
1907 . . . . .	1,941 00
1908 . . . . .	2,128 75

On account of the drop in numbers it is my opinion that the tuition receipts will be a little less than \$2,000.00 next year and that we have now reached the maximum of tuition receipts, since we shall graduate and lose during the year as

many tuition pupils as we gain in September. We can count, then, on about \$2,000.00 from tuition. This seems a good sum coming to the school department without any extra expense for teachers and a small expense for text-books and supplies.

Principal Butterfield deserves much credit for the work he has done in the decoration of the building. Many pictures and casts have been added and the last graduating class gave a stained glass window for the assembly hall. Last summer Mr. E. R. Brown gave three large Audobon pictures to the school. These are beautiful in color and design and add much to the adornment of the building.

In spite of the fact that we have five new teachers, the work of the high school is moving along with fair success. Each of the new teachers is studying her department and aiming for excellent results.

The prize speaking contest last spring was good. The prizes were awarded by the vote of the audience. The medal was given to Donald Keyes and the second prize of \$10 was divided between Annie Cole and Walter Morrisette, as they each received the same number of votes.

For the program of courses and recitations I refer you to the appendix and for further information about the school to the principal's report.

#### GRADE SCHOOLS.

The work of all the grade schools is going along very quietly, pleasantly and successfully. None of the schools are now overcrowded. The seventh grade rooms are full. Some of the other grades have one or two rooms quite full but the majority of the schools have about the right number for good work. The teachers are considering every means of improving their work and are testing their results by examinations. They feel that they can show substantial results in all of the studies of the grades, but at the same time they are not satisfied with their accomplishments and are constantly looking for means of growth and improvement.

The rural schools remain about the same as last year in attendance. Each one of them is small in numbers and the conditions are favorable for good work in all but the Back River school. In that school there are too many grades. The difficulty cannot at present be obviated.

#### EVENING SCHOOL.

Last winter the evening school with a total enrollment of 261 and an average attendance of 142 was the largest in its history in this city. It furnishes instruction almost entirely to young men and women of foreign birth who speak, read and write but very little English, and in this respect it is doing a great work. The intention of the law concerning these schools is that it should furnish instruction to young men and women between 16 and 21 years of age who had for some reason or other learned but little before they were 16 years old. It was not the purpose, I judge, of the law-makers to close the doors of the school against any man or woman over 21 years of age who desired to increase his or her small store of knowledge. It is questionable, however, whether it is wise for the city to attempt to educate some of the foreigners who are over 21 years old, who expect to return to their native country as soon as they have a little money saved, and who attend evening school because it is a comfortable place to pass two hours. The line ought to be drawn between the two classes of pupils, one desiring a knowledge of English, so that they may acquire our national life and customs and in some cases become American citizens, the other taking no special interest in our language because they expect to return to their native country in a few years and are attending evening school because their friends do so. The first class ought to be educated, the second, a small class, ought to be excluded from the school. The school is doing a grand work for the foreign born people and if the numbers continue to increase in the future as in the past, the school will reach every one in our city that desires to learn the English language.

## MUSIC.

The work in music is being well done. Mr. French has thoroughly outlined his course and is constantly strengthening and improving it. The theory of music is taught in all of the grades and an excellent course is given in the high school.

Under the instruction and direction of Mr. French the high school gave a very enjoyable musical entertainment last winter and plan to give a cantata this winter.

One of the pleasing features of the Memorial service on the 30th of May is the singing of the school children under Mr. French's direction. They not only sing well but they present a beautiful picture to the eye.

The report of the supervisor will be found in the reports and his time schedule in the appendix.

## DRAWING.

The drawing last year in the grades was unsupervised and the results of the teachers' work as shown in the exhibition given last spring in the high school seem to indicate that the teachers have faithfully learned the required work of their grades and are capable of doing excellent work without a supervisor.

The teaching of drawing in the high school is somewhat of a problem. Last year Miss Sawyer, one of the teachers in the commercial department, taught the drawing with fair success. This school year Mr. Chester S. Wendell, a senior in Durham college, is carrying along the work with very good results. More is being accomplished in practical and useful drawing than for some years. Mr. Wendell can remain with us but for one year. It will be necessary another year to combine the teaching of drawing with some other departmental work.

## CARE OF ROOMS.

The rooms are well taken care of by the janitors as far as heat is concerned. Mr. Hersey is to be complimented

upon the cleanliness and tidiness of the high school. The janitors on the north side of the river and on the south side have too many buildings to care for to be able to sweep as often as necessary. In order to keep their rooms in good condition, I am employing some of the school children at a moderate expense to sweep the rooms when dirty. The janitors sweep once a week.

#### REPAIR OF BUILDINGS.

A new heating plant has been placed in the Belknap school, a new room has been fitted up for a grammar school, and many minor repairs have been made in all of the school buildings. The committee on repairs of the city council have been very active in the service of the schools. They are to be heartily commended for their diligent work and their most careful consideration of all of the needed repairs. Many words of appreciation have been spoken of the excellent condition they have kept the buildings.

#### EXAMINATION OF SIGHT AND HEARING.

At the beginning of the Fall term a year ago the teachers examined the sight and hearing of each child in the school system. One hundred and ninety were found with defective vision. The teachers notified the parents of the condition and many of the parents at once took action, had the children's eyes examined by an oculist, and the children supplied with the proper glasses. Some of the parents, not thinking the matter important enough, neglected to do this until they had several notifications from the teachers. At the end of the Winter term the number needing glasses and not supplied, had been decreased to twenty-seven. In nearly all of these cases the parents were either too poor to supply the children with glasses or were indifferent. During the Spring vacation I raised by subscription from our philanthropic people the funds needed to supply these children with glasses. Doctors Reed and Flanders kindly examined the eyes of these children, free of all expense, and Dr. Reed supplied the glasses at cost. The thanks of the children and the school



department are most heartily given to these kind-hearted doctors. This school year the teachers will again examine the eyes of the children and the same method will be pursued. After the thorough work of last year we expect that the number with defective vision will be much less.

In hearing there were found to be only about twenty that were slightly deaf, and of these cases the parents knew, before the examinations were made by the teachers, and had done what they could to remedy the difficulties. In most of the cases the family physician had decided that little could be done to relieve the trouble.

#### TRANSPORTATION.

It has been our purpose to give the children of the rural districts as good advantages as the children in the city. The committee have supplied good teachers for the schools in the rural districts. These schools have been carefully graded and when possible the more advanced grades have been sent to the city. This has increased the number transported by trolley, but it has made the rural schools much better, and it has given the grammar school children the advantages of the city schools.

The Blackwater children and the Granite State Park children above the 3d grade all come to this city. In the Fall as soon as the half hour system on the Rochester trolley is discontinued, the pupils from these two districts are twenty minutes late to school or have to start from their homes very early and wait upon the streets forty minutes. To obviate this difficulty the committee have hired a special car starting from the car barn in time to reach Blackwater at 7.40 and the Y at 7.50, connecting there with the car to Dover from Somersworth. This car gets the pupils to the high school at 8.10 and at the Varney school at 8.15, so that pupils lose no time in their school day. This service has made quite an addition to our transportation expense, but the committee feel that the children of the rural districts should have the same chance for an education as the children of the city. On

the first of December there was a change of time on the Rochester trolley so that a regular car now runs at the time of the special car. The special car has been discontinued.

#### TELEPHONES.

Ever since the new high school was opened it has had a telephone for the use and convenience of teachers, pupils, and parents. This telephone service has been of great value in the running of the school. Many little details so necessary to the well being of a school can be attended to at once by telephone, while its convenience to parents and children cannot be estimated.

If these statements are true in regard to the high school, the same could be said for the value of the telephone service in the other schools of the city. Each school building in the city should have a telephone. The expense for the six buildings would be about \$132.00 per year. (about \$22.00 per telephone). The rent of a telephone to a school is the same as for a business house, or \$25.00 per year. The schools are allowed 50 per cent. rebate during the summer vacation, making the cost about \$22.00 per telephone. This rate is excessive for the amount of service the school would get, but is the same to schools all over New England. Some of the committee feel that the telephone company should supply free service to the schools in return for the valuable franchise they receive and the attention of the city council has been called to this matter.

#### LIMITS OF THE SCHOOL DISTRICTS.

The limits of the districts remain about the same each year, unless new schools are opened or changes are made in the grades of some schools. This year the limits of the 8th grade schools have changed a little since the opening of the City Hall school; in the Belknap building we were able to put all of the 6th grade children in one school, and there were sufficient number of 5th grade children to make two good schools. This is a fortunate grading but can be continued for only one

year. Next year there will have to be a 6th grade school, a 5th grade school, and a mixed 5th and 6th grade school in this building, since the number of pupils in the two grades will be about the same. In the following table I have changed the limits for these two grades but very little, as they are quite near the usual requirements. It is my purpose to make the limits of each district so that each child can go to the nearest school as far as this can be done. Sometimes the location of the buildings do not permit this, and in addition the equalization of the number of pupils in schools of the same grade make many changes at the opening of the Fall term.

The following table of limits gives the general outlines of the districts which are subject to such changes as may be necessary from time to time.

#### *Grade VIII.*

Sawyer school. — The northern part of the city bounded on the south by the Cocheco river and Fourth street west of the river, except such streets north of the river nearest the City Hall school that will furnish boys enough to fill the City Hall school.

City Hall school. — The boys of the southern and western part of the city not included in the Sawyer limits. In addition, Blackwater and Granite State Park.

High school. — The girls of the southern and western part of the city not included in the Sawyer limits. In addition, Blackwater and Granite State Park.

#### *Grade VII.*

Sawyer school. — The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river, and Fourth street west of the Cocheco river. Rollinsford.

High school. — South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Lower Neck. Blackwater and Granite State Park.

Belknap school. — All of the southern and western part of the city not included in the above limits.

*Grade VI.*

Sawyer school. — The northern part of the city bounded on the south by Fourth street west of the Cocheco river, the B. & M. R. R., between Cocheco river and Central avenue, and Ham street east of Central avenue. In addition, Madbury.

Sherman school. — South of Sawyer limits to George street and St. Thomas street and as far west as Belknap street. In addition, Rollinsford, Fresh Creek, Garrison Hill district, and Blackwater.

Belknap school (b). — South of the Sherman limits to the lower end of Central avenue and as far west as Locust street.

Belknap school (a). — All the southern and western part of the city not included in the above limits.

*Grade V.*

Sawyer school. — The northern part of the city bounded on the south by Fourth street west of Central avenue and Ham street east of Central avenue.

Sherman school. — South from Sawyer limits to St. Thomas street and Hanson street and as far west as Belknap street. In addition, Rollinsford, a part of Broadway and adjacent streets, Blackwater, Garrison Hill district, and Three Rivers.

Belknap school (b). — The southern and eastern part of the city south of the Sherman limits and as far west as Locust street. In addition, Mill street and Charles street.

Belknap school (a). — All the southern and western part of the city not included in the above limits as far as the rural districts.

*Grades IV, III, II.*

Sawyer school. — The northern and western part of the city. The southern boundary is Cocheco river and Fourth

street west of the Cocheco river; the eastern boundary is Central avenue. In addition, the eastern side of Central avenue as far south as Preble street and the western ends of Oak street, Hill street, Ham street, and New York street.

Peirce school. — East of the Sawyer limits and as far south as Washington street but not including the section east of Central avenue set over into Sawyer district.

Varney school. — East of Central avenue south from Peirce limit to George street and Payne street; west of Central avenue south from Sawyer limit to Silver street and including this street. In addition, Young street, Water street, Rutland street, Knox Marsh, Littleworth, and Tolend.

Hale school. — South of Varney limits to rural districts. Fourth grade pupils from Garrison Hill district and Blackwater will be transported to the school having the smallest number of pupils.

### *Grade I.*

Sawyer school. — The northern and western part of the city to the Garrison Hill district. The southern boundary is Cocheco river and Fourth street west of the river; the eastern boundary is Central avenue.

Peirce school. — East of the Sawyer limits and south to Peirce street and including Peirce street.

Sherman school. — South of Peirce limits east of Central avenue to Washington street, south of Sawyer limits west of Central avenue to Washington street, and as far west as Fayette street.

Varney school. — West of Central avenue and south from Sawyer limits to Silver street and including this street. In addition, Tolend, Littleworth, and Knox Marsh.

Hale school. — South from the Sherman and Varney limits to Monroe street and Burnham's court, and as far west as Rutland street, with the exception of a part of the Children's home.

Welch school. — South of the Hale limits to the rural districts. In addition, a part of the Children's home.

## CONCLUSION.

In conclusion, I wish to express my gratitude for the loyal support and constant help of the committee during my five years' service.

Respectfully submitted,

A. H. KEYES,

Superintendent of Schools.

# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE HIGH SCHOOL.

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TO THE SUPERINTENDENT OF SCHOOLS:

Sir: This is my third annual report as principal of the Dover high school.

#### ATTENDANCE.

	1905-6.	1906-7.	1907-8.	1908-9.
September enrollment, total . .	243	230	284	276
September per cent. of attendance . . . . .	96.8	97.9	96.7	97.8
September tardiness . . . . .	28	8	17	17
First term enrollment, total . .	243	239	288	277
First term per cent. of attendance . . . . .	96.8	96.7	96.3	96.8
First term tardiness . . . . .	78	51	81	107
First term per cent. left school	5.8	4.2	3.5	2.9
Enrollment end of term . . .	224	229	278	269

It will be seen from this table that the enrollment for the present year falls slightly below that of a year ago. This is partly due to the admission of a small class from the grammar schools and partly to the hard times, as an unusually large number of pupils have had to leave school to work or have moved from town with their parents in search of employment.

#### ENROLLMENT BY CLASSES.

*Term 1, 1908-9.*

Candidates for diplomas:

	1st yr.	2nd yr.	3d yr.	4th yr.	Totals.
Boys . . . . .	45	48	25	18	136
Girls . . . . .	39	37	31	32	139
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	84	85	56	50	275
Post-graduates :					
Girls . . . . .	0	0	0	2	2
					<hr/>
					277

It is very unusual to find so large a proportion of boys in any public high school. It is 49 per cent., and in the two lower classes the boys easily outnumber the girls.

#### ADMISSION FROM THE EIGHTH GRADES.

1906-6.	1906-7.	1907-8.	1908-9.
72 per cent.	69 per cent.	73 per cent.	79 per cent.

The percentage of eighth grade graduates to enter the high school is larger than for some years, but is still lower than in most other cities of the state. The Sawyer school eighth grade sent 84 per cent. and the high school eighth grade but 75 per cent.

#### TUITION PUPILS.

The same reasons that have reduced the enrollment of the high school have caused a reduction in the number of tuition pupils from 56 to 46. The tuition charge for each of these pupils is \$40.00, and this about pays the expense which the city incurs for the instruction. It must not be forgotten, however, that a distinct commercial advantage results from the presence of these pupils in our school, as they bring to our merchants a very considerable amount of trade, making purchases not for their parents alone but for their neighbors as well.

#### SCHOOL ORNAMENTATION.

The proper ornamentation of a large school building is a task calling for much work, much thought, and much money. During the last year various entertainments were given and



the proceeds used for carrying out the plan of decoration. The first part of this plan is now complete, that is, the building no longer looks bare, as each room has been adorned with some pictures and casts. There is danger in being satisfied at this point with the belief that nothing more is needed; while, if the work is not allowed to lag, we can have in a few years the most attractive school building in New Hampshire. Little has been done yet in the lower corridor, but when it is completed it will illustrate modern history and art. The second corridor is finished and shows the art of the middle ages, while the assembly hall is classic in treatment.

The school has received during the year from Hon. E. R. Brown three large and valuable pictures, original prints from Audubon's "Birds of North America." These are a most desirable addition to the decoration of our walls. The class of 1908 left as its memorial a lunette window in stained glass in the rear of the assembly hall, and it is expected that the classes of 1909 and 1910 will similarly treat the other two windows. Practically all of the classes of the last ten years have left some class memorial, and I hope that earlier classes at their reunions may wish their classes to be represented as well.

#### THE GREAT NEED.

The great need of a school at any time is good teachers, and in comparison with this need the demand for books and all other equipment is of minor importance. A good school may get along without all else, but it must have good teachers. Our city should be able to employ at all times experienced teachers whose education and character fit them for their work. Such teachers cost more, but they are worth more than they cost. They cannot be retained for the price paid five years ago. It is a mistake to let a good teacher go if she may be held by paying her the salary which she can command elsewhere. Our high school work in English is poor and this is largely due to the constant changes in that department. For several years there has been a change in teachers each summer. This, then, is the only recommendation that I wish

to make in my report of this year, that so far as the funds available for the schools will permit, constant efforts be made to retain worthy teachers, and to fill vacancies only with teachers of successful experience elsewhere.

I take this opportunity to return to school officials, teachers, pupils, and citizens in general, my thanks for their uniform courtesy and appreciation of the work done in the Dover high school.

Respectfully submitted,

E. W. BUTTERFIELD,

Principal of the High School.

Dover, N. H., December 22, 1908.

# REPORT

## OF THE

### TEACHER OF MUSIC.

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TO THE SUPERINTENDENT OF SCHOOLS:

Sir: It gives me pleasure to submit to you herewith my ninth annual report.

As from time to time I have received some communication from a parent expressing his or her wish regarding the relation of a pupil to the music lesson, I am led to believe that the public may be especially interested in two phases of our work, and to these two topics I shall devote the main part of this report: viz., (a) touching the individual exercise, and (b) regarding the effect upon the voice of singing on a low part in concerted work.

As to the first topic I would say that many parents do not appreciate the musical possibilities open to their children through the public schools. Many have said, in the course of conversation: "I never had any musical talent, and I do not expect my child has." And they seem to fear that the individual exercise will expose their child to the ridicule of children who may seem to have inherited a larger share of musical talent. Such feelings are perfectly natural on the part of a parent, especially, if at all sensitive to his or her supposed lack of musical endowment. And it is with the hope of reassuring such, and of securing their sympathetic co-operation with the teachers and the music department that reference is made to the subject in this report.

Parents are not generally aware of many interesting facts connected with the subject,—indeed, they cannot be, as they have no way of becoming familiar with them,—which, could they be fully realized, would prove a revelation to many. Not even a summary of all that would be necessary

to a complete understanding of what can be reasonably expected, can be given in a report of this kind, but one or two fundamental principles may be cited which may serve as a basis for mutual confidence between the teacher, the parent, and the pupil.

First, let me suggest that music is being taught in every community of the size of Dover, where the school department is anywhere near abreast of the times, all over the United States. Hundreds of thousands of faithful teachers, who are close students of child life, are studying the effects of such training as they are able to give, and it is all but unanimously agreed that every normally constituted child can learn to sing. It has been found, however, that independence of character enters into musical feeling by training just as it does into other phases of life. Singing in unison helps to develop the song feeling, but it does not create in the child a sense of independence. This can come only from individual effort.

The music teacher frankly admits to the parents that, up to the present time, he has not realized his highest ideals in the results obtained, and a careful study of the causes has revealed conditions which can be fully met only by cordial co-operation of the triangular interests represented in the teacher, the parent, and the pupil. First we must all have faith in the ultimate success of our undertaking, — not only the teacher, but the pupil as well. It is obvious, therefore, that the child should never hear a doubt expressed as to its musical ability, and much less should a word or sign of even amusement be suffered to bring to the pupil's consciousness any difference that may exist between the musical efforts of the dependent and the independent singers, except so far as the latter can be made helpful to the former.

Regarding the effect upon the voice of singing low parts in concerted work:—some parents suppose that singing a part lower than the first soprano is sure to spoil the voice for high notes in maturer life. Children's voices vary in compass from year to year. They should never be permitted to sing notes either so high or so low as to force them out of their

compass at any given time. I can cite several instances where girls have sung a second or third part through most of their grammar school course, and even part way through the high school, and then began to develop the higher registers and finally excelled as sopranos. I could also cite many cases where children were allowed to sing in a register higher than their physical condition warranted, persisting in which their voices were ruined before they came to maturity. And, besides the advantage of singing in a compass best adapted to the voice at the time, singing a middle part tends strongly to develop that independence referred to under the first topic.

I realize that in leaving the subject here, many interesting questions may have been suggested which have not been answered. Space forbids a more elaborate treatment, however, and I am always pleased to meet parents for consultation in regard to the musical interests of their children.

In the high school there are nine students in the theory classes, who are pursuing their studies with commendable interest. The work of the chorus is becoming more interesting and effective by the increased interest on the part of the young men, and a corresponding increase in the effectiveness of the male voice parts.

The tactful co-operation of Principal Butterfield, the sympathetic interest shown by his faithful assistants, and the hearty good will manifested by the scholars have made the past year one to be held in grateful remembrance.

I also desire to express to you, and to all others who have in so many ways contributed to whatever of success may have attended my labors, my sincere thanks.

Respectfully submitted,

A. E. FRENCH.

Dover, N. H., December 31, 1908.

## TRUANT OFFICER'S REPORT.

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To THE SCHOOL COMMITTEE:

I respectfully submit the following report for the year 1908:

Number of complaints from teachers . . . . .	392
Number of complaints from the Sacred Heart parochial school . . . . .	15
Number of complaints from St. Joseph paro- chial school . . . . .	25
Number of complaints from French parochial school . . . . .	18
Whole number of complaints received . . . . .	450
Number of cases of absence investigated . . . . .	423
Number of cases of tardiness investigated . . . . .	27
Number of children found absent without good reason . . . . .	95
Number found to be truant . . . . .	37
Number of visits to schools . . . . .	450
Number of visits to families . . . . .	450
Number of visits to manufacturing establish- ments . . . . .	37
Number of arrests . . . . .	1
Number of children prosecuted . . . . .	1

V. H. CAVERLY,  
Truant Officer.

Dover, N. H., December 31, 1908.

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To THE SCHOOL COMMITTEE:

I have the honor to submit herewith my report relative to the enumeration of children assigned to me by vote of your board.

The results of the enumeration are as follows:

## Number of children between five and sixteen years :

Boys . . . . .	1,190
Girls . . . . .	1,200
Total . . . . .	<hr/> 2,390

Number between ten and sixteen years who cannot read and write English . . . . .	56
Number of those born in New Hampshire . . . . .	29
Number born elsewhere in the United States . . . . .	8
Number born in foreign countries . . . . .	19
Number between the ages of eight and fourteen who do not regularly attend school . . . . .	7

Respectfully submitted,

V. H. CAVERLY,

Truant Officer.

Dover, N. H., November 12, 1908. .

## **APPENDIX.**

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### **STATISTICS.**

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#### **TEACHERS.**

Number of teachers during the year 1907-8:

High school . . . . .	10
Grades 5-8 . . . . .	12
Grades 1-4 . . . . .	18
Ungraded schools . . . . .	4
Music teacher . . . . .	1
<hr/>	
Total . . . . .	45
Number of male teachers . . . . .	4
Number of female teachers . . . . .	41
Number of teachers who have graduated from a normal school . . . . .	14
Number of teachers who have graduated from a training school . . . . .	15
Number of teachers who have graduated from college . . . . .	8



# SCHOOL DIRECTORY,

DOVER, N. H.

October 2, 1908.

Name.	School.	Grade.	Residence.
Austin H. Keyes.....	Supt. of Schools.....		595 Central Ave
E. W. Butterfield.....	High.....		292 Locust St.
Melvin M. Smith.....	"		174 Central Ave.
Lou J. Peacock.....	"		35 Lexington St.
Grace W. Hooper.....	"		12 Highland St.
Caroline E. Hammond.....	"		13 Broadway
Marjorie W. Shaw.....	"		7 West Concord St.
Bessie M. Brackett.....	"		31 Belknap St.
Frances R. Foster.....	"		56 Silver St.
Bertha F. Foster.....	"		4 Hough St.
Mae J. Ashworth.....	"		184 Locust St.
Chester S. Wendell.....	"		34 Mt. Vernon St.
W. D. Davis.....	Sawyer.....	8	56 Silver St.
Carrie S. Hanson.....	"	7	14 Silver St.
Helen M. Clark.....	"	6	94 Portland St.
Mabel A. Mathes.....	"	5	34 Mt. Vernon St.
Jennie F. Philbrick.....	"	4	50 Mt. Vernon St.
Grace B. Henderson.....	"	3	831 Central Ave.
Carrie B. Drew.....	"	2	43 Silver St.
Hattie J. Bickford.....	"	1	23 Oak St.
Ida B. Hanson.....	Belknap.....	7	14 Silver St.
Mary E. Twombly.....	"	6	120 Central Ave.
Gertrude F. Lyons.....	"	5b	17 Rutland St.
Alice H. Davis.....	"	5a	162 Central Ave.
Florence A. Morrison.....	City Hall.....	8	169 Mt. Vernon St.
Grace E. Lawrence.....	High.....	8	17 West Concord St.
Edith Whittemore.....	"	7	7 West Concord St.
Florence V. Brewer.....	Sherman.....	6	Salmon Falls.
Julia A. Grant.....	"	5	66 Portland St.
Alice E. Murphy.....	"	1	13 Orchard St.
Bertha Arnstein.....	Peirce.....	4	Watson St.
Hattie F. Ham.....	"	8	Tolend.
Mary E. Scruton.....	"	2	64 Hill St.
Jennie S. Smith.....	"	1	100 Portland St.
Nellie F. Grant.....	Varney.....	4	66 Portland St.
Angie G. Osborne.....	"	3	15 First St.
Grace E. Winkley.....	"	2	7 West Concord St.
Mary W. Whiteley.....	"	1	Mt. Pleasant.
Helen C. Varney.....	Hale.....	4	25 Richmond St.
Grace E. Marden.....	"	3	13 Hamilton St.
Edith A. Gowen.....	"	2	220 Washington St.
Mary McDonough.....	"	1	24 Mill St.
Emily S. Folsom.....	Welch.....	1	290 Locust St.
Marie L. Raino.....	Garrison Hill.....		So. Berwick, Me.
Mildred Smith.....	Upper Neck.....		366 Central Ave.
Gertrude O. Hobbs.....	Lower Neck.....		Berwick, Me.
Florence Pendexter.....	Back River.....		Durham.
Arthur E. French.....	Music.....		18 Fisher St.

## SALARIES.

## GRADED SALARIES.

First year . . . . .	\$ 250 00
Second year . . . . .	270 00
Third year . . . . .	310 00
Fourth year . . . . .	350 00
Fifth year . . . . .	400 00
Sixth year . . . . .	460 00
Seventh year . . . . .	500 00
Principal of Sawyer school . . . . .	1,000 00
Principal of Belknap school . . . . .	600 00

## HIGH SCHOOL.

Principal . . . . .	\$1,700 00
Sub-master . . . . .	1,000 00
One assistant . . . . .	850 00
One assistant . . . . .	700 00
Two assistants . . . . .	650 00
Three assistants . . . . .	550 00
One assistant . . . . .	500 00
One assistant . . . . .	150 00

## SPECIAL TEACHERS.

Music (three days per week) . . . . .	\$600 00
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## COST.

Population of city by census of 1900 . . . . .	13,207
Estimated population, 1908 . . . . .	15,000
Assessed valuation, April, 1908 . . . . .	\$8,891,087

Rate of taxation for all school expenses, 4.8 mills on \$1.00.

Total expenditure of the school committee for day schools, exclusive of text-books and supplies . . . . .	\$37,924 81
Cost per pupil based on total enrollment . . . . .	24 79
Cost per pupil based on average enrollment . . . . .	27 19

Cost per pupil of total enrollment for text-books and supplies . . . . .	1 32
Cost per pupil of average enrollment for text- books and supplies . . . . .	1 45

Table showing expense of text-books, reference books,  
and pupils' supplies :

	Appropriation.	Available.	Expended.	Per Capita on Total Enrollment.	Per Capita on Average Enrollment.
1888 . . . . .	\$1,750	\$1,750 00	\$1,726 94	\$1 17	\$1 54
1889 . . . . .	2,000	2,023 06	2,021 96	1 34	1 53
1890 . . . . .	2,500	2,501 10	1,963 54	1 28	1 50
1891 . . . . .	1,500	2,037 56	1,614 72	1 11	1 24
1892 . . . . .	1,200	1,622 84	1,636 63	1 15	1 37
1893 . . . . .	1,200	1,186 21	1,487 58	1 08	1 22
1894 . . . . .	1,200	898 63	1,524 62	1 05	1 21
1895 . . . . .	2,200	1,600 42	1,600 18	1 01	1 15
1896 . . . . .	1,600	1,600 24	1,536 18	1 04	1 18
1897 . . . . .	1,600	1,659 94	1,648 98	1 06	1 17
1898 . . . . .	1,600	1,648 06	1,647 48	99	1 12
1899 . . . . .	1,600	1,624 05	1,607 68	95	1 09
1900 . . . . .	1,600	1,637 60	1,617 43	95	1 11
1901 . . . . .	1,600	1,651 41	1,634 41	96	1 10
1902 . . . . .	1,600	1,652 22	1,650 76	1 02	1 14
1903 . . . . .	2,000	2,001 46	1,844 98	1 16	1 30
1904 . . . . .	1,750	1,906 48	1,906 47	1 21	1 36
1905 . . . . .	2,325	2,325 01	2,324 60	1 39	1 67
1906 . . . . .	1,900	1,927 01	1,911 44	1 21	1 35
1907 . . . . .	1,900	1,978 01	1,968 54	1 21	1 36
1908 . . . . .	1,900	1,944 87	2,026 06	1 32	1 45

## ATTENDANCE.

Number of pupils enrolled during the year ending June,  
1908, excluding duplicate enrollments:

Schools.	Total.	Boys.	Girls.
High school . . . . .	289	185	154
Grades 5-8 . . . . .	496	224	272
Grades 1-4 . . . . .	667	348	324
Ungraded schools . . . . .	78	46	32
<hr/>			
Total . . . . .	1,530	748	782
Evening school . . . . .	261	215	46
<hr/>			
Total . . . . .	1,791	963	828
Parochial schools:			
St. Joseph . . . . .	214	194	20
Sacred Heart . . . . .	448	187	311
St. Charles . . . . .	296	122	174
<hr/>			
Total, parochial . . . . .	958	453	505
Total, public . . . . .	1,791	963	828
<hr/>			
Total . . . . .	2,749	1,416	1,333
Number of pupils under 5 years of age . . . . .			0
Number of pupils over 16 years of age . . . . .			128
Number of pupils between 5 and 16 years of age . . . . .			1,402
			<hr/>
Total . . . . .			1,530
Average enrollment:			
High school . . . . .	272		
Grades 5-8 . . . . .	459		
Grades 1-4 . . . . .	593		
Ungraded schools . . . . .	71		
<hr/>			
Total . . . . .			1,395

## Parochial schools:

St. Joseph . . . . .	187
Sacred Heart . . . . .	417
St. Charles . . . . .	250

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Total, parochial . . . . .	854
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Total, all the schools . . . . .	2,249
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Average enrollment per cent. in each division in the public schools:

High school . . . . .	19.4
Grades 5-8 . . . . .	33.0
Grades 1-4 . . . . .	42.5
Ungraded schools . . . . .	5.1

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Total . . . . .	100.0
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Per cent. that average enrollment is of total enrollment . . . . .	91.2
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## Average daily attendance:

High school . . . . .	259
Grades 5-8 . . . . .	438
Grades 1-4 . . . . .	553
Ungraded schools . . . . .	64

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Total . . . . .	1,814
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## Parochial schools:

St. Joseph . . . . .	183
Sacred Heart . . . . .	398
St. Charles . . . . .	223

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Total, parochial schools . . . . .	804
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Total for all the schools . . . . .	2,118
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## Average daily absence:

High school . . . . .	13
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Grades 5-8 . . . . .	21
Grades 1-4 . . . . .	40
Ungraded schools . . . . .	7

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Total . . . . .	81
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Per cent. that average attendance is of total enrollment:

High school . . . . .	89.6
Grades 5-8 . . . . .	88.8
Grades 1-4 . . . . .	82.9
Ungraded schools . . . . .	82.1

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Average for all schools . . . . .	85.7
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Per cent. that average attendance is of average enrollment for the year:

High school . . . . .	95.1
Grades 5-8 . . . . .	95.5
Grades 1-4 . . . . .	93.2
Ungraded schools . . . . .	90.3

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Average per cent. for city . . . . .	94.1
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Number of tardinesses during the year:

High school . . . . .	238
Grades 5-8 . . . . .	172
Grades 1-4 . . . . .	496
Ungraded schools . . . . .	126

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Total . . . . .	1,032
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Number of pupils neither absent nor tardy:

High school . . . . .	45
Grades 5-8 . . . . .	74
Grades 1-4 . . . . .	42
Ungraded schools . . . . .	5

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Total . . . . .	166
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## HIGH SCHOOL.

Grade VIII.—Eva Carroll, Vera N. C. DeMeritte, Marion Jenness, Stanley Reynolds, Pauline Shorey.

Grade VII.—Marjory R. Boomer, Charles E. E. Brown, Ida Card, Alice Fernald, William J. Fisher, Ola J. Mills, Philip H. Reed, Rudd O. Stevens.

## WELCH SCHOOL.

Grade I.—Albert Brown, George Scribner.

## GARRISON HILL SCHOOL.

Leroy L. Davis.

## BACK RIVER SCHOOL.

Ernest Chase, Howard Forrest, Walter Forrest.

## LOWER NECK SCHOOL.

Vivian M. Coleman.

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NUMBER OF TARDINESSES DURING THE LAST TWENTY-FIVE YEARS.

1882-83 . . . . .	3,188
1883-84 . . . . .	2,193
1884-85 . . . . .	2,571
1885-86 . . . . .	1,452
1886-87 . . . . .	972
1887-88 . . . . .	782
1888-89 . . . . .	867
1889-90 . . . . .	670
1890-91 . . . . .	754
1891-92 . . . . .	671
1892-93 . . . . .	769
1893-94 . . . . .	696
1894-95 . . . . .	816
1895-96 . . . . .	606
1896-97 . . . . .	680
1897-98 . . . . .	746
1898-99 . . . . .	699

1899-1900 . . . . .	664
1900-1901 . . . . .	716
1901-1902 . . . . .	662
1902-1903 . . . . .	793
1903-1904 . . . . .	557
1904-1905 . . . . .	724
1905-1906 . . . . .	952
1906-1907 . . . . .	873
1907-1908 . . . . .	1,032

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### VISITS.

#### By the superintendent :

High school . . . . .	84
Grades 5-8 . . . . .	178
Grades 1-4 . . . . .	211
Ungraded schools . . . . .	41
Total . . . . .	514

#### By members of the committee :

High school . . . . .	8
Grades 5-8 . . . . .	13
Grades 1-4 . . . . .	20
Ungraded schools . . . . .	0
Total . . . . .	41

#### By parents, citizens, and others :

High school . . . . .	70
Grades 5-8 . . . . .	300
Grades 1-4 . . . . .	563
Ungraded schools . . . . .	88
Total . . . . .	1,021

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### GENERAL.

Number of schoolhouses . . . . .	13
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Number occupied at close of year . . . . .	12
Number of weeks in school year :	
High school . . . . .	38
Grades 5-8 . . . . .	37
Grades 1-4 . . . . .	37
Ungraded schools . . . . .	37
Number of schools, the average membership of which for the year has not been more than twelve pupils, nor less than seven .	1

COMPARISON OF ATTENDANCE FOR YEARS 1907-1908.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance per cent.		Number of Tardinesses.		Not Absent nor Tardy	
	1907.	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	1908.	1907.	1908.
High .....	241	289	224	272	213	259	11	13	94.8	95.1	171	238	35	45
Grades 5-8 .....	527	502	494	459	464	438	30	21	94.2	95.5	218	172	69	74
Grades 1-4 .....	778	697	651	593	596	553	55	40	91.7	93.2	422	496	39	42
Rural .....	88	79	78	71	68	64	10	7	88.4	90.3	62	126	3	5
Total .....	1,634	1,567	1,447	1,395	1,341	1,314	106	81	*92.7	*94.1	873	1,082	146	166
Evening .....	181	261												
Total .....	1,815	1,828												

\* Average per cent for city.

TABLE SHOWING ATTENDANCE IN DETAIL FOR THE YEAR ENDING JUNE 30, 1908.

School.	Class.	Teacher.	Total Enrollment.	Average Enrollment.	Average Attendance.	Average Absence.	Average Age, Sept. 1907.	Average Attendance per cent.	No. of tardinesses.	Number of Pupils not Absent nor Tardy.
High	Master	Ernest W. Butterfield	289	272	259	13	1st. 14.1 2d. 15.7 3d. 16.8 4th. 17.8	95.12	238	45
"	Sub-Master	Melvin M. Smith								
"	Assistant	Sue M. Jordan								
"	"	Julia M. Ham.								
"	"	Lou J. Percock								
"	"	Grace W. Hooper								
"	"	Caroline E. Hammond								
"	"	Vera H. Sawyer								
"	"	Ruth S. Crosby								
"	"	Marjorie W. Shaw								
Sawyer	Grade 8	William D. Davis	50	46	45	1	13-7	95.71	14	13
"	"	Carrie S. Hanson	41	37	35	2	13-4	95.81	1	6
"	"	Heleen M. Clark	40	37	36	2	12-5	93.47	7	4
Belknap	"	Mabel A. Maties	37	33	35	2	12-10	94.72	26	7
"	"	Ida B. Hanson	37	33	32	1	12-10	94.82	2	7
"	"	Mary E. Twombly	46	43	41	2	11-10	93.37	2	9
"	"	Annie L. Ricker	46	41	38	3	12-3	93.65	13	0
"	"	Florence A. Morrison					11-3			
"	"	Alice H. Davis	43	38	36	2	11-0	95.40	12	8
Sherman	"	Florence V. Brewer	40	37	35	2	12-7	95.17	17	7
"	"	Julia A. Grant	37	34	33	1	11-4	93.81	15	5
High	"	Grace E. Lawrence	45	40	40	2	13-7	94.41	42	6
"	"	Edith Whittemore	33	33	32	1	13-1	96.52	22	6
Sawyer	"	Jennie F. Philbrick	37	40	38	1	10-0	94.89	16	2
"	"	Grace B. Henderson	45	31	30	2	9-1	95.04	13	2
"	"	Carrie B. Drew	32	31	31	1	8-1	94.10	23	2

Sawyer	Grade 1	Hattie J. Heckford	43	35	30	5	6-9	86.08	33	1
Felice	4	Bertina Armstrong	45	35	34	1	10-9	95.92	27	4
"	5	Ulline F. Bain	38	30	28	1	9-2	94.35	16	5
"	6	Mary E. Scruton	38	31	30	1	8-4	94.38	26	4
"	7	James S. Smith	37	31	33	2	6-10	93.84	24	0
Sherman	1	James S. Smith	42	31	28	3	7-7	98.74	44	0
Varney	3	Sallie F. Grant	42	32	27	2	11-5	94.14	6	1
"	3	Angie F. Osborn	36	32	27	2	11-5	93.33	12	2
"	2	Grace E. Wilbey	36	30	28	2	7-10	94.16	44	3
"	1	Mary W. Wilbey	36	30	33	4	6-1	98.31	25	1
Hale	4	Helen C. Varney	45	36	36	2	10-1	96.48	25	5
"	3	Grace E. Marton	36	31	29	2	10-1	96.48	40	4
"	2	Edith A. Gowen	39	30	33	3	8-3	92.43	23	1
"	1	Mary McPonough	43	31	28	3	6-1	99.63	41	3
Welch	1	Emily F. Fossum	38	23	22	1	9-9	97.49	63	2
Garrison Hill	1-3	Marie L. Ratto	29	27	24	2	8-9	99.04	69	1
Back River	1-8	Florence Pendexter	23	13	19	2	10-11	92.40	89	3
Upper Neck	1-6	Emma Z. Randall	14	13	12	1	10-11	89.78	86	0
Lower Neck	1-7	Gertrude O. Hobbs	13	10	9	1	10-6	89.30	16	1

## ENROLLMENT AND ATTENDANCE.

The average enrollment, as recorded in the school registers, is here given for twenty-seven years, for purposes of comparison :

1881-82 . . . . .	1,525
1882-83 . . . . .	1,568
1883-84 . . . . .	1,149
1884-85 . . . . .	1,176
1885-86 . . . . .	1,211
1886-87 . . . . .	1,258
1887-88 . . . . .	1,268
1888-89 . . . . .	1,313
1889-90 . . . . .	1,301
1890-91 . . . . .	1,301
1891-92 . . . . .	1,192
1892-93 . . . . .	1,215
1893-94 . . . . .	1,252
1894-95 . . . . .	1,385
1895-96 . . . . .	1,306
1896-97 . . . . .	1,412
1897-98 . . . . .	1,468
1898-99 . . . . .	1,482
1899-1900 . . . . .	1,459
1900-1901 . . . . .	1,487
1901-1902 . . . . .	1,442
1902-1903 . . . . .	1,409
1903-1904 . . . . .	1,400
1904-1905 . . . . .	1,394
1905-1906 . . . . .	1,418
1906-1907 . . . . .	1,447
1907-1908 . . . . .	1,395

Average attendance in the public schools, as given in printed reports, for the thirty-eight years since the formation of the city school district :

1870-71 . . . . .	1,270
1871-72 . . . . .	1,257

1872-73 . . . . .	1,231
1873-74 . . . . .	1,225
1874-75 . . . . .	1,225
1875-76* . . . . .	
1876-77* . . . . .	
1877-78* . . . . .	
1878-79 . . . . .	1,028
1879-80 . . . . .	1,888
1880-81 . . . . .	1,436
1881-82 . . . . .	1,440
1882-83 . . . . .	1,393
1883-84 . . . . .	931
1884-85 . . . . .	1,029
1885-86 . . . . .	1,118
1886-87 . . . . .	1,134
1887-88 . . . . .	1,115
1888-89 . . . . .	1,158
1889-90 . . . . .	1,145
1890-91 . . . . .	1,122
1891-92 . . . . .	1,053
1892-93 . . . . .	1,088
1893-94 . . . . .	1,149
1894-95 . . . . .	1,288
1895-96 . . . . .	1,176
1896-97 . . . . .	1,281
1897-98 . . . . .	1,352
1898-99 . . . . .	1,357
1899-1900 . . . . .	1,332
1900-1901 . . . . .	1,365
1901-1902 . . . . .	1,348
1902-1903 . . . . .	1,301
1903-1904 . . . . .	1,304
1904-1905 . . . . .	1,307
1905-1906 . . . . .	1,322
1906-1907 . . . . .	1,341
1907-1908 . . . . .	1,314

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\* No report printed.

## NO SCHOOL SIGNAL.

The following resolutions were adopted March 11, 1902:

*Resolved*—That the no school signal, viz.: 2-2, 2-2, 2-2, struck at 7.40 A. M., shall be considered as a notification that no forenoon session will be held in any of the graded schools; when struck at 7.55, the signal shall apply to the grammar and primary schools only. The signal for the afternoon session shall be struck at 11.15 A. M., or 1.05 P. M.

*Resolved*—That the superintendent be hereby directed to instruct the teachers and pupils properly and thoroughly in regard to the foregoing resolution.

The signal was not rung during the year 1908.

The graduating exercises of the High school were held in the opera house, at two thirty o'clock, Thursday, June 18, 1908. The program was as follows:

1. MARCH, "Festmarsch," *Nessler*
2. PRAYER,  
Rev. C. M. Seamans.
3. CHORUS, "The Wedding Bells Begin to Play," *Lecoq- Veazie*  
High School Chorus.
4. (a) TWO PART SONG, "Merry June," *Vincent*  
(b) THREE PART SONG, "The Oars are  
Flashing Lightly," *Geibel*  
Girls' Glee Club.
5. VIOLIN SOLO, "Playful Rockets," *Freising*  
Mr. Arthur J. Hallworth.
6. FOUR PART SONG, "Juniata," arr., *Geibel*  
High School Male Quartet.
7. FOUR PART SONG, "There is Dew for the  
Flowerets," *Fanning*  
High School Chorus.

8. ADDRESS TO THE GRADUATES,  
Dean Geo. Hodges, Episcopal Theological  
School, Cambridge, Mass.
9. BARITONE SOLO AND CHORUS,  
"On to the Sea," *Verdi*  
Mr. Edward W. Young, and High School Chorus.
10. PRESENTATION OF DIPLOMAS,  
Mr. Geo. J. Foster, Chairman of School Committee.
11. BARITONE SOLO, "The Bedouin Love Song,"  
*Pinsuti*  
Mr. Young.
12. CLASS SONG,  
The Graduating Class.

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*Accompanists* — Miss Elizabeth T. Pike, Miss Florence W. Stirling.

*Soloists* — Mr. Arthur J. Hallworth, violin; Mr. Edward W. Young, baritone.

*Odist and Composer* — Class Ode, Miss Florence V. Cole; Music Theme, Miss Lora M. Worcester.

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#### CLASS OF 1908.

Roland Joseph Bennett,	James Byron Pettingill,
Ellsworth Newton Brackett,	Marguerite Pierce,
Gordon Luther Cave,	Emma Jane Pinkham,
Alice Adeline Clark,	Ruth Annie Olget Pollard,
Florence Viola Cole,	Julian West Pollard,
Rose Veronica Connelly,	Ruth Mary Isabelle Preston,
Ruth Decatur Corson,	Helen Fraser Purinton,
Gertrude Evelyn Cushman,	Albert Ayer Rand,
Mary Evelyn Davis,	Frank Fillmore Ricker,
Stephen DeMeritt,	Carle Ellsworth Rollins,
Edith Gertrude Donnelly,	Sarah Naomi Runlett,
Blanche Edith Fernald,	Minnie Louise Shaw,
Harold Montgomery Foss,	Mildred Smith,



Frederick Foster,	Roxana Elizabeth Spiller,
Mildred Grant,	Bessie Adelaide Thompson,
Arthur James Hallworth,	Ruth Elizabeth Thompson,
Bernice Marion Hayes,	Grace Emma Travers,
Marion Felker Leigh,	Clarence Milton Wardwell,
Alice Josephine Long,	Myles Standish Watson,
Marjorie Winship Lunt,	Clyde Linwood Whitehouse,
Margaret Joy Mathes,	Manvel Whittemore,
Cornelius Edward Murphy,	Frank Garside Wilkinson,
Hazel Moore Neal,	Lenna Agnes Woodman,
Anna Guerard Parsona,	Lora Marie Worcester,
Harold Irving Patten,	Edward Watson Young.
Harold Wilbur Perkins,	

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OFFICERS OF THE CLASS.

President, Edward W. Young.  
 Vice President, Harold I. Patten.  
 Secretary, Margaret J. Mathes.  
 Treasurer, Helen F. Purinton.

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CLASS MOTTO,

Vera Laus Uni Virtuti Debetur.

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CLASS COLORS,

Green and Gold.

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Number of graduates of the high school during the last eighteen years :

	Boys.	Girls.	Total.	Per cent. Boys.
1891 . . . . .	5	17	22	23
1892 . . . . .	6	21	26	19
1893 . . . . .	8	12	20	40
1894 . . . . .	9	10	19	47
1895 . . . . .	6	19	25	24

	Boys.	Girls	Total.	Per cent. Boys.
1896 . . . . .	6	28	34	18
1897 . . . . .	3	25	28	11
1898 . . . . .	19	8	27	70
1899 . . . . .	11	20	31	35
1900 . . . . .	11	14	25	44
1901 . . . . .	8	23	31	26
1902 . . . . .	6	10	16	38
1903 . . . . .	9	21	30	30
1904 . . . . .	7	17	24	29
1905 . . . . .	11	21	32	34
1906 . . . . .	9	15	24	37
1907 . . . . .	9	19	28	32
1908 . . . . .	21	30	51	41

The September registration of the high school since 1884 has been :

	Boys.	Girls.	Total.	Per cent. Boys.
1884 . . . . .	58	91	149	39
1885 . . . . .	68	83	151	45
1886 . . . . .	59	73	132	44
1887 . . . . .	46	84	130	34
1888 . . . . .	40	98	138	29
1889 . . . . .	49	92	141	35
1890 . . . . .	48	84	132	36
1891 . . . . .	49	79	128	38
1892 . . . . .	50	89	139	36
1893 . . . . .	52	104	156	33
1894 . . . . .	66	103	169	39
1895 . . . . .	67	106	173	39
1896 . . . . .	76	98	174	43
1897 . . . . .	74	93	167	44
1898 . . . . .	72	114	186	39
1899 . . . . .	69	96	165	42
1900 . . . . .	73	100	173	42
1901 . . . . .	68	95	163	41
1902 . . . . .	77	101	178	43

	Boys.	Girls.	Total.	Per cent. Boys.
1908 . . . . .	72	105	177	41
1904 . . . . .	79	111	190	42
1905 . . . . .	106	184	240	44
1906 . . . . .	103	127	230	45
1907 . . . . .	183	151	284	47
1908 . . . . .	186	140	276	49

Following is a list of the various studies in the high school courses with the number of pupils pursuing each during the year ending June, 1908:

English literature . . . . .	287
Composition . . . . .	287
Rhetoric . . . . .	287
Vocal music . . . . .	190
Drawing . . . . .	78
Algebra . . . . .	147
Geometry . . . . .	81
Physics . . . . .	42
Chemistry . . . . .	9
Botany . . . . .	29
Physical geography . . . . .	29
Latin . . . . .	122
Greek . . . . .	7
French . . . . .	84
German . . . . .	15
English history . . . . .	12
Greek history . . . . .	97
Roman history . . . . .	92
Mediæval history . . . . .	11
United States history . . . . .	52
Commercial law . . . . .	26
Stenography . . . . .	40
Typewriting . . . . .	40
Spelling . . . . .	46
Penmanship . . . . .	46
Bookkeeping . . . . .	47

Commercial arithmetic . . . . .	48
Solid geometry . . . . .	11
Trigonometry . . . . .	11
Elementary harmony . . . . .	10
Commercial geography . . . . .	51

# PROGRAM OF STUDIES, DOVER HIGH SCHOOL.

	Classical Curriculum.	Scientific Curriculum.	General Curriculum.	Commercial Curriculum.
FIRST YEAR.	English Latin Algebra History, Ancient Elective { Music { Drawing	5 English 5 Phys. Geog. and Botany 5 Algebra { History, Anc. 5 Elect one { Latin 1 { Music 1 Elective { Drawing	English 5 History, Ancient 5 Algebra { Latin 5 Elect one { Phys. Geog. 5 { and Botany 1 Music 1 Elective { Drawing	5 English 5 Commercial Arith. and 5 Com. Geog. 5 Algebra 5 History, Ancient 1 1
SECOND YEAR.	English Latin Geometry Elect one { Physics { French Elective { Music { Drawing	5 English 5 Physics 5 Geometry 5 Elect one { French 5 { Latin 1 { Music 1 Elective { Drawing	5 English 5 History, Med. and Mod. 5 { Geometry 5 Latin { Physics 5 Elect two { French 1 { Music 1 Elective { Drawing	5 English 5 Bookkeeping 5 Com. Law and Penmanship 5 { Physics 5 { History, Med. 5 Elect one { and Mod. 1 { Geometry 1
THIRD YEAR.	English Latin Mathematics Rev. Elect one { French { German Elective { Music { Drawing	5 English 5 Physics, Advanced 5 Mathematics Rev. 5 French 5 Elect one { German 1 { Music 1 Elective { Drawing	5 English 5 History, English 5 { Math. Rev. 5 Latin { French 5 Elect two { German 1 { Phys. Adv. 1 Elective { Music { Drawing	5 English 5 Bookkeeping, Adv. 5 Stenography 5 Typewriting 5 Business English 5 1 1

FOURTH YEAR.				
	English Latin History, U. S. Elect one { French { German { Chemistry Elective { Music { Drawing	English Chemistry History, U. S. Elect one { French { German { Music Elective { Drawing	English, U. S. History, U. S. Elect two { Latin { French { German { Chemistry { Math. Adv. Elective { Music { Drawing	English History, U. S. Stenography, Adv. Typewriting, Adv. Business, English Com. Arith., Adv. 6 3 5 5 5 5 2

## ORDER OF RECITATIONS,

BELLS.	ROOM 3. Mr. Butterfield.	ROOM 11. Mr. Smith.	ROOM 8. Miss Peacock.	ROOM 1. Miss Hammond.	ROOM 9. Miss Hooper.	ROOM 5. Miss Shaw.
8.25	Supervisi'n	II. B. Physics.	I. A. Algebra.	IV. Stenogrp'y M. T. W. T.	II. A. French.	III. German.
9.12	I. A. Ancient History.	III. Adv. Physics.	II. A. Geometry.	II. Penm'ship M. TH.		IV. B. U. S. Hist'y M. T. T.
9.59	Supervisi'n	IV. Chemistry	I. B. Algebra.	IV. Spelling. M.	II. B. French.	II. Med & Mod History
10.45						

## RECESS.

11.00	I. B. Ancient History.	II. A. Physics.	III. Algebra. Geometry.	III. Business Eng. W. F.	I. A. Latin.	IV. German.
11.46	Supervisi'n	Laboratory	I. C. Algebra.	III. Business Eng. M. T. T. Stenog'phy F.	III. French.	IV. A. U. S. History. M. TU. F.
12.32	IV. Adv. Algebra. Solid Geom. Trigo'm- etry.	I. Phys. Geog. Botany.	II. B. Geometry.	III. Stenog'phy M. T. W. T. IV. Stenog'phy F.	IV. French.	III. Eng. History.
1.18						

CLASS I—Entering Class.

CLASS II—Second Year.

CLASS III—Third Year.

CLASS IV—Graduating Class.

ROOM 6. Miss Brackett.	LIBRARY. Miss B. F. Foster.	ROOM 10. Miss F. Foster.	ROOM 7. Miss Ashworth.	TYPEWRIT'G Miss Hammond.	ROOM 13. Mr. Wendell.	ASS'Y HALL Mr. French.
I. C. English.	III. B. English.	IV. Latin.	II. Boo'k'e'p'g.	III. A. Typewrit'g	IV. Drawing. F.	
IV. A. English.	II. C. English.	I. B. Latin.	III. Boo'ke'p'g. T. W. F.	IV. B. Typewrit'g W. F. III. B. M. TH.	III. Drawing. F.	
I. A. English.	III. A. English.	III. Latin.	IV. Com.Arith. T. W. T. F.	III. C. Typewrit'g	I. B. Drawing. F.	

## RECESS.

IV. B. English.		II. A. Latin.	II. Com. Law. T. W. F. III. Boo'ke'p'g. M. TH.	IV. A. Typewrit'g M. W. T. F. III. B. TU.	II. Drawing. F.	II. Music. W.
I. B. English.	II. B. English.	II. B. Latin.	IV. Com. Law. W. T.	IV. B. Typewrit'g M. TU. III. B. W.	I. A. Drawing. F.	I. Music. W.
	II. A. English.	IV. Greek.	I. Com.Arith. Com. Geog.	IV. A. Typewrit'g TU. IV. B. TH. III. B. F.		III. Music. W.

Chorus Practice Wednesdays, sixth period.

Thursday Afternoon Session, 2.30-4, for "make-up" work and assistance.



## GRADUATES OF THE DOVER HIGH SCHOOL

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1854.

Wm. Henry Herrick Barden	Ansel Waldo Lamson
Abby Elizabeth Flagg	John Calvin Pray
Joshua Getchell Flagg	Edward Sawyer
George Franklin French	Elizabeth R. Smith
Priscilla Rich Freeman	Hermon Joseph Smith
Charles Kimball Hartford	John Bradford Stevens, Jr.
Achsah Angelina Horn	George S. Wendell
Matilda J. Hutchinson	Russell Benjamin Wigginn
Julia Alice Wyatt	

1855.

Susan E. Lord	Leonard Parker Whitney
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1856.

None.

1857.

Harriet Augusta Freeman	Hannah Sawyer Rand
Sarah Frances Furbush	Amanda M. Stevenson
Clara Ann Hill	Lucinda Chapman Vance
Delia Abby Varney	

1858.

Mary Emily Fenner	Mary Ann Sanborn
Ann Mary Morrill	Hannah Elizabeth Wyatt

1859.

Harriet Orinda Durgin	Almira Hammond Hutchinson
Almenia Trescott Freeman	Charles Edward Libbey
Abby Augusta Hill	Walter Sawyer Littlefield
Georgiana Horne	John Francis Morrill
Frances Amelia Rand	

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1860.

None.

1861.

Elizabeth Howe Garland      Sarah Leslie Hallam

1862.

Sarah Helen Chapman      Sarah Helen Ross  
Mary Elizabeth Wentworth

1863.

Hester Ann Jackson      Mary Asenath Short  
Oliver Clinton Wendell

1864.

Harriet Ruth Colby      Abbie Jane Littlefield  
Lydia Ann Flagg,      Sarah Frances Rand  
Fannie Lawrence Henderson      Martha Gertrude Smith  
Emma Maria Horne      Ella Marguerite Spurling

1865.

Robert Fenno Caverly      William Wood Hayes  
George Albert Downs      Ellen Amanda Kimball  
Manning Augustus Drew      Abba Lucinda Trafton  
Alice Anna Hackett      Charles Henry Moulton  
Eunice Colley Hall      Hannah Alma Pinkham

1866.

Susan Elizabeth Caswell      Sarah Frances Horne  
Adelaide Frances Conner      Susan Augusta Horton  
Genevieve Bridget Darmody      Martha Alice Peaslee  
Alfred Kimball Garland      Eliza Leavitt Rand  
Helen Eudora Gowen      Emma Susan Spurling  
Ellen Jane Hall      Everett Jewett Stevens  
Ellen Annette Ham      Clara Stewart Tash  
Emma Augusta Hamlin      Frank Edgar Thompson  
Emma Trafton Henderson      Caroline Matilda Warren  
Caroline Rose Wendell

## 1867.

Annie Martha Beavins	Erminia Maria Ingraham
Mary Lorette Furber	Fannie Eliza Jasper
Emma Elizabeth Gowen	Matthew Henry Lothrop
Laura Ann Hayes	Ellen Josephine Smith
Mary Reade Welch	

## 1868.

Mary Elizabeth Frye	James Keenan
Henrietta Maria Nealley	

## 1869.

George Brown	Isabella Hough
Emma Florence Colomy	Joseph Herbert Hutchins
Charles Edwin Hill	Frank Oscar Littlefield

## 1870.

Lizzie Brown	Jonathan Woodbury Morrill
Sarah Elizabeth Chesley	Julia Augusta Parker
Margaret Leighton Hill	James Henry Rothwell
Harry Hough	Mary Susan Smith
Ella Eudora Libbey	Mary Elizabeth Stevens
Mary Ellen Littlefield	Frank Peirce Shepard
Catherine Arvilla Mooney	Fannie Thurston Wallace

## 1871.

Helen Mary Clark	John Kivel
Martin Cheney Day	Charlotte Elizabeth Pray
Caroline Harwood Garland	Esther Ardelle Preston
Edwin Kenniston Goodwin	Matilda Frances Rothwell
John Henry Glines	Helen Sawyer
Mary Baker Hamlin	Martha Ann Shaw
Jenny Lind Hanson	Frank Woodbury Shackley
Charlotte Page Haynes	George Diamond Stratton
Ella M. Kingman	George Herbert Williams

## 1872.

Olive Jane Bedell	Abbie Florence Moulton
Emily Frances Busby	Mary Abbie Nudd

1872.

Emma Caroline Cushing	Annie Sarah Rines
Kate Estelle Furber	Susan Maria Scates
Caroline Susan Hammond	Fannie Alma Walker
George Turner Hartford	Esther Clarke Whitehouse

1873.

Cora Lizzette Burley	Martha Frances Littlefield
Arabella Winchester Fenner	Olive Susan Littlefield
Lizzie Alma Flanders	Daniel James Mahoney
Cora Luella Hill	Addie Laura Meserve
George Winsor Smith.	

1874.

Elizabeth Gilman Bell	Abbie Dyer Day
Flerence May Cross	Lydia Ann Drew
Eva Grace Cressey	Charles Wilmot Ham
Annie Drinkwater Cushman	Ella Frances Hayes
Alice Hathaway Davis	John Wesley Hutchins
George Waldron Seavey.	

1875.

Alice Constance Breed	Alice Sardinia Perry
Caroline Frances Clark	Florence Adelia Robinson
Eva Grace Ennis	Sarah Cora Smith
Eunice Julia Grant	Alice Josephine Spurling
Mary Elizabeth Hoitt	Isabelle Stuart
Maria O'Neil	Jennie Dix Townsend

1876.

Mary Susan Cate	Sarah Mertie Hussey
John Neal Clements	Charles Sumner Kimball
Dana Paul Dame	Elizabeth Page Kimball
George Henry Danforth	George Henry Roberts
Isabella Washington Frazier	Isabella Livingstone Sayles
Nellie Blanche Furber	Ella Elizabeth Stackpole
John Edgar Ham	Charles Henry Strout
William Henry Hobbs	Alta May Wiggin

## 1877.

Sharonton Hale Baker  
 Frank Herbert Beede  
 Arabella Haley Chadwick  
 Charles Stein Dunn  
 Isabella Frances Ham  
 William James Hanaford  
 Alice Smith Hanson  
 Alta Blanche Hanson

Ida Belle Hanson  
 Charles Hiram Hobbs  
 Alice Hurd  
 Ida Ellen Staples  
 Caroline Belle Rundlett  
 Mary Emma Townsend  
 Susan Annette Twombly  
 Jennie Woodman

## 1878.

Edward Everett Brown  
 Clara Etta Canney  
 Charles Stuart Clifford  
 Ella Cook  
 Florella Estes  
 Mabelle Corinne Hartford  
 Minna Hatch

Orianna Hartford  
 Louise Holman Haynes  
 Alice Hobbs  
 Carrie Morrill  
 Inezeta Estelle Palmer  
 Jennie Stuart  
 Mary Watson

## 1879.

Lydia Frances Davis  
 Lucy Abby Drake  
 Rebecca White Folsom  
 Mabel Grace Hammond  
 Harry Halleck Hovey  
 Edna Isabelle Horne  
 Nellie Varney Jones  
 Henry Albert Kimball

Emma Evelyn McDuffee  
 Alice Florence Morrill  
 Alfreeda Maria Palmer  
 Jennie Ellen Pierce  
 Ruth Roundy Richmond  
 Anna Woodbury Smith  
 Edith Souther Tufts  
 Elmer Marston Wentworth

Mary Hale Young

## 1880.

Hattie Jennie Bickford  
 Edith Isabelle Billings  
 Della Florence Dame  
 Carrie Belle Drew  
 Lizzie Frances Drew  
 Henry Clinton Fall  
 Carrie Louise Hanson

Carrie Susan Hanson  
 Elizabeth Alice McDaniel  
 Ida Melvina Pierce  
 Ida Ceola Stratton  
 Charles Andrew Roberts  
 Jessie Louise Waterman  
 Susan Page Worthen

## 1881.

Hannah Ellen Brackett	Grace Bigelow Hall
Mary Orne Everett	Augusta Mary Plummer
Frank Freeman Fernald	Charles Henry Toby
John William Foss	Ada Mary Thompson
Carrie Esther Flye	Annie Belle Townsend
Henrietta Freeman	Lillian Augusta Woodus

## 1882.

Addie Elvira Brown	Frances Ednah Lord
Elizabeth Beatrice Bunker	Carrie Belle Morrill
Annie Orilla Cooper	Lizzie Jackson Morrill
Ada Florence Decone	Mary Elizabeth Randall
Aletta Jane Foss	Arabella Lizzie Roberts
Harry Hall Hanson	Mary Rachael Wolcott
Frank Ellsworth Kimball	Anna Abigail Young
Mary Estelle Littlefield	Haldiman Putnam Young

## 1883.

Margaret Marie Bowers	Moses Paul Kimball
Miriam Davis	Ellen Loretta Mahoney
Mary Olive Franklin	Edith May Morrill
George Waldron Glass	Theodore Higgins Rollins
Eunice Leila Hanson	Annie Kate Seavey
Ora Belle Hatch	Elizabeth Ball Smith
Sarah Ayer Hooper	Augusta Twombly
Henrietta Horsch	Margaret Pendexter Varney
Annie Haley Hughes	Fred Wesley Wentworth
Beatrice Mary Griffith Jenkins	Agnes Belle Whitehead
Harriet Ellison Worthen	

## 1884.

Edna Etheretta Brown	Lillian Belle Hill
Ellen Augusta Brooks	Nettie Alice Parker
Alice May Dudley	Edith Annie Peirce
Mertie Hortense Emery	James Legro Rand
Ena Veille Foster	Fannie Estelle Robinson
Clara Maybelle Greene	Alice Towle

## 1884.

Susan Gertrude Hall	Nathaniel Haley Watson
Carrie Elizabeth Hammond	Edward Lincoln Whitehouse

## 1885.

Idella Rettena Berry	Bessie Jean O'Neil
Mattie Lawrence Blanchard	Katherine Mordantt Quint
Carrie Etta Colbath	Burt Henry Redfield,
Emma Adelaide Flye Currier	Minnie Augusta Ricker
Herbert Chase Grime	Hattie Mabel Sawyer
Jeremiah Francis Halloran	Grace Webster Seavey
Henrietta Belle Hanson	Harriet O'Brien Varney
Daniel Pratt Jones	Helen Clark Varney
Ella Gertrude Libby	Lizzie Maria Varney
Lotta Hall Locke	John Edwin Vickery
Alvah Putnam Moulton	Alice Eliza Waterman
Frank Ellsworth Nason	Nettie Isabelle Wentworth

## 1886.

Mary Diana Blanchard	Caroline Mabel Meserve
Annie Maria Bliss	Elizabeth McArdle
Ina Gertrude Foss	Daniel McIntyre
Carrie Roberts Gage	Jennie Folsom Philbrick
Helen Pauline Goodwin	Mary Randlett
Edith Amanda Gowen	Sarah Annie Seavey
Grace Thompson Hanson	Charles Descomb Stewart
Myra Belknap Harrington	Martha Shaw Tash
Charles Albert Horne	Elizabeth Tatner
Rachael Elizabeth Holland	Annie Wildes Tibbets
Jennie Josephine Knox	Edith Bell Tibbets
Sophia Annie Lutolf	Helen Frances Thompson
George Gilman Towle	

## 1887.

Roscoe Edwin Berry	Alice Emily Murphy
Herbert Augustus Carleton	Minnie Pray Morrill
Lizzie Etta Coleman	Charlotte Rheba O'Brien
Sarah Frances Durgin	Thomas Jefferson O'Neil

## 1887.

Amy Folsom  
 Ida Lorena Foote  
 Harry Beal Goodwin  
 Leon Hazen Goodwin  
 Fannie Colgate Grant  
 Grace Hanson  
 Charles Henry Hersey  
 Grace Florence Hill  
 Vazena Hughes

John Hastings Quint  
 Mary Reed  
 Ada Maud Roan  
 Carrie Rose Sawyer  
 Millard Fillmore Sawyer  
 Frederick Hamlin Smart  
 William Clark Swan  
 Carrie Edna Varney  
 George Pierce Young

## 1888.

Francis Lindsay Berry  
 Alice Bertha Courser  
 Sarah Hunter Davis  
 Henry Herbert Folsom  
 Alice Foss  
 Ruth Foss  
 Ellen Blaisdell Gray  
 James William McGroty  
 Bessie Olivia Ham  
 Natalie Hanson

Elizabeth Jones  
 Sarah Augusta Jordan  
 Grace LaForrest Meserve  
 Nathalie Sally Parker  
 Charles Everett Philbrick  
 Ezra Oscar Pinkham  
 Mary Edna Pinkham  
 Eva May Rehill  
 Mabel Shute  
 Elizabeth Pierce Tapley

George Henry Varney, Jr.

## 1889.

Rosa Maud Andrews  
 Nettie Gertrude Foye  
 Mary Gage  
 Mary Frances Gorman  
 Julia Ann Grant  
 Emily Hersey Ham  
 Jennie May Heald  
 Vienna Locke Hill  
 Florence Norwood  
 Annie Mabel Noyes

Alberta Thompson Parker  
 Charles Cushman Pierce  
 George Winslow Perkins  
 Harry Truman Stirling  
 Alice Belle Towle  
 Lizzie Jane True  
 William Greenough Walling-  
 ford  
 Helen Orpha Willey  
 Annie Marean Wiswall

Charles Bennett York



## 1890.

Charles William Berry  
 Grace Brewster Colbath  
 Ethel Wyatt Devin  
 Charles Oliver Dore  
 Albertine Henrietta Foss  
 Carrie Susan Foye  
 Mary Pepperill Frost  
 Nellie Florence Grant  
 Phebe Emma Hill  
 Adelaide Gertrude Hurd

Lillian May Kidder  
 Carrie Gertrude Knox  
 Richard Earle Meserve  
 Angie Grace Osborne  
 Charles Edward Pinkham  
 Nellie Eva Place  
 Ina Josephine Sanders  
 Edmund Mason Swan  
 Ella May Willand  
 Alta Gertrude Winkley

## 1891.

Maggie Lulu Edgerly  
 Alice Irena Folsom  
 John Harry Foye  
 Ada Bennett Gage  
 Ruby Diadama George  
 Maybelle Varney Hall  
 Hittie Florence Ham  
 Florence Estelle Hammond  
 Grace Belle Hanson  
 Grace Bickford Henderson  
 Mary Ann Keaveny

Cora Augusta Libbey  
 James Littlefield  
 Alice Josephine Markey  
 Mary Winifred McManus  
 Marcia Maroy Nason  
 George Peirce Norton  
 Kate Marion Redfield  
 John Edward Richardson  
 Burton True Scales  
 Rosa Dorcas Tibbetts  
 Mary Ellen Varney

## 1892.

Roscoe Hall Chesley  
 Bernice Alta Drew  
 Jennie Pearl Drew  
 Jennie Juliette Duxbury  
 Mary Ann Foss  
 Alice Victoria Gough  
 Thomas Cavano Ham  
 Mary Rust Hardy  
 Harry Preston Henderson  
 Lucinda Gertrude Huntress  
 Grace May Littlefield  
 Alta Belle Maxwell  
 Grace Maud Morrison

Caroline Belle Nealley  
 Lilla May Randall  
 Caroline Belle Randlett  
 Kate Hubbard Reynolds  
 Martha Hale Shackford  
 Arthur Thad Smith  
 Lola Maud Trickey  
 Mary Eva Twombly  
 Charles William Vickery  
 Edith Maynard Whitehouse  
 Florence Lydia Wingate  
 Mary Cordelia Wood  
 Mary Morrill Worthen

## 1898.

Elsie May Bradford	Annie Gertrude Hill
Edith May Burnham	Mildred Augusta Libby
Fred Leroy Carleton	Fannie Pendexter Mathes
Ernest Bartlett Folsom	John Shackford Meserve
Arthur Channing Folsom	Nellie Etta Nute
Emily Savage Folsom	Mary Elisabeth Peirce
William Hale Ham	Hannah Evans Rollins
Margaret Buntine Hamilton	Robert Johnston Sisk
Stacy Locke Hanson	Fannie Faustina Smart
Henry Herbert Harrison	Grace Ellen Winkley

## 1894.

Elliott Rensselaer Barker	Frederick Azro Gibbs
Marie Louise Barnes	Alice Kingman Hayes
Jennie Caswell Blanchard	Henry Thornton Holland
Welbee Bütterfield	Statira Maud Libby
Grace May Clarke	Laura Hattie Smith
William Wentworth Courser	Charles Hiram Snow
Charles Winthrop Cross	Herbert Edwin Stirling
Fred Ward Demeritt	Fannie Louise Stirling
Sarah Lowe Frost	Maud Wiggin

Maud Alice Wingate

## 1895.

Lorenzo Emley Baer	Mary McDonough
Albert Josiah Calef	Bertha Wilhelmina Merrill
Bessie Almeda Clark	Mabel Locke Mudie
Grace Mabel Clements	Margaret Emma Neal
Alice Brayton Coan	Lydia May O'Neil
Caroline Estes Cushing	Ida May Pinkham
Walter Andrew Foss	Mabelle Louise Priestly
Ida Jane Gage	Marguerite Easter Staples
Lettie May Goodwin	Blanche Louise Stirling
Alice Edna Kay	Fred Tracy
Kathrina Hill Legg	Lucius Everett Varney
Eben Locke	Martha Washington Vyth

Lillian Abbie Winkley

## 1896.

Sarah Ella Abrams	Lydia Abbie Laskey
Ella Mabel Baker	John Ralph Mathes
Mary Ellen Blanchard	Mabel S. Legg
James Joseph Buckley	Mertie Maria Maxwell
Ethel Ruby Clark	Albert Henry Mitchell
Maggie Conlen	Hattie Mabel Morang
Blanchelle Montgomery Dame	Caroline May Mudge
Rubie Lilian Dame	Frederick William O'Neil
Annie Palmer Freeman	Helen Knowles Bartlett Perry
Abiah Helen Gilman	Isabel Melcher Curtis Rose
Ella Gertrude Gowen	Susie May Sanborn
Alice Miriam Hall	Annie Bell Shaw
Sarah Campbell Hamilton	George Morton Stevens
Emma Elizabeth Hayes	Ina Florence Stevens
Frederic Libbey Horton	Gertrude Leah Vyth
Aloysia Mary Hoye	Evelyn Sterling Wallingford
Ellen Grace Hull	Belle Young

## 1897.

Jennie Courtney Ames	Lilian Emma Jukes
Addie May Applebee	Mary White King
Bertha Anna Clark Arnstein	Leola Rebecca Lord
Alison Beard	Ernest Leroy Lucas
Annie Crossfield Brierly	Mary Eliza Lucas
Ethel Etta Brown	Addie May Meserve
Sara Tasker Brownell	Alice Emma Pierce
Eva Theresa Burnham	Robert Leighton Scales
Pearl Felicia Dame	Blanche Marcella Snow
Susan Adelaide Edgerly	Maude Lillian Stirling
Helen Marion Folsom	Rachel Esther Toas
Georgia Edith Foss	Lavina Hurd Twombly
Ruth Elizabeth Gray	Gertrude Elizabeth Watson
Harold Hiram Hayes	Maude Elizabeth Webster

## 1898.

Alice Gertrude Baker	Mary Helen Folsom
Marguerite May Coleman	Harry Wesley Gage

## 1898.

Edwin Leonard Corson	Maurice Alvord Gibbs
Fred Eastman Currier	George William Gray
Harry Arthur Davis	Chester Arthur Hull
Frank Kivel	Ralph Weston Ramsdell
John Thomas Lancaster	Louis Woods Redfield
Nettie Evangeline Littlefield	Marguerita Theresa Sherry
Charles Ellsworth Locke	Charles Norris Tasker
Florence Morang	Mary Etta Tuttle
Lyman Freeman Norton	George Badger Tuttle
Harold Edward Plumer	Laurence Delano Varney
Edward Harold Quimby	Martha Clements Wingate
George Langdon Winkley	

## 1899.

Fred Winfield Bennett	Fred LeRoy Marsh
Jasper Elroy Cater	Eva May Morrison
Margaret Etta Caverly	Grace Celia Neal
Alice Benson Clark	Mary Alice Preston
Carrie Lilian Conlen	Charles Fred Ramsdell, Jr.
Ethel Golding Everett	Edith Adelaide Roberts
Clara Augusta Fernald	Etta May Shaw
Elizabeth Rollins Frost	Morris Archer Stewart
Charles Edwin Gowen	Bessie Cartland Thompson
Julia Marion Ham	Eleanor Florence Toolin
Arthur Laurel Hartford	Edith Mabelle Torr
Charles Shailer Hascall	Bertha Adelaide Twombly
Alice Gertrude Hayes	Annie Theresa Vallily
Garfield Hussey	Bernice Elizabeth Vickery
Ralph Leonard Libby	Harris Kingman Vickery
Alice Lydia Watson	

## 1900.

Grace May Ames	Edward Philip Laskey
Mabel Etta Canney	Marjie Burbank Libby
Adelaide Manson Cater	Harold Locke Lothrop
Fred Stickney Caverly	Raymond Louis Lunt

## 1900.

Mabel Ray Coburn	Bertha Libbey Manock
Mary Ursula Connelly	Maurice Everett Mathes
Edith Maude Davis	Fred Clifton Morrison
Florence Winalow Foss	Catherine Florence Moulton
Henry Monroe Hall	William Leroy Quimby
Francis Hathaway Hardy	Bessie Mae Rooney
Grace Woodbury Hooper	Ina Ernestine Smith
Edith May Kimball	Henry Edward Swallow
Erving Frederick Wentworth	

## 1901.

Lillian Montague Atherton	Grace Annette Moulton
Florence Lovesta Blanchard	Florence Mabel Murdoch
Bessie Merle Brackett	Leola Carrie Noble
Elmer Whittier Card	Frederick Flanders Page
Mary Louise Clark	Florence Pendexter
Sidney Winfield Corson	Mabel Hoyt Pinkham
Gertrude Maude Drew	Margretta Ramsey
Edith Blanche Dutton	Edward Curtis Richardson
Minnie Florence Furbish	Maud Bertha Rooney
Everett Walter Gage	Jessie Maud Sawyer
May Belle Law	Charlotte Nesmith Shepard
Nellie Armine Leavitt	Florence Lizzie Stevens
Elizabeth Emily Mehaffey	Bernice Winkley Tasker
Benjamin Cole Morrison	Grace Church Tripp
Joseph Wilson Morrison	Alice Marguerite Varney
Isaac Evans Wentworth	

## 1902.

John Franklin Ackroyd	Florence Atwood Morrison
Raymond Curtis Blaisdell	Mary Elizabeth Moulton
Bertha Florence Foster	Byron Jerome Page
Margaret Florence Houston	Edith Broughton Sawyer
Dwight Hull	Martha Madeline Sherry
Frank Aaron Kelley	Mina Gertrude Swallow
Roy Wentworth Mathes	Madge Schofield Tasker
Alice Caroline Morang	Florence Edith Walker

## 1903.

Katherine Davis Anderton	Lucy Emma Jenness
Winifred Parry Bradbury	Merton Rudolph Libby
Angie Buzzell	Mabel Helen Mehaffey
Mary Edna Caldwell	Margery Blanche Milton
Florella Clarke	Maud Lilla Nason
Minna Gertrude Colbath	John Caleb Page
Mary Ida Demeritt	Charles Potter Richardson
Edith Catherine Gerrish	Blanche Marion Rooney
Samuel Hale, Jr.	Bertha Williams Shepard
Sarah Elizabeth Hanson	Harold Hanson Snow
Blanche Harvey	Maude Evelyn Southwick
Reuben Hayes	Grace May Stirling
Harry Leon Hussey	Lilian Cora Stirling
Chester Edwin Jenkins	George Gregg Welch
Edna Ione Jenkinson	Marguerite Locke Williams

## 1904.

Helen Mildred Blaisdell	Albert Henry Mathes
Ethel May Clarke	Frank Edward McKone
Helen Grant Clarke	Margaret Louise Mills
Mabel Della Wiggin Davis	Fanny Louise Morrison
Katherine DeMeritt	Helen Florence Moulton
Ruth Isabel Edgerley	Sarah Elizabeth Pettee
Gertrude Elizabeth Foye	Marion Webster Seavey
Henry Doane Freeman	Mildred Towle
Ralph Hoitt Hayes	Bernice Mabel Stearns
Mary Edith Jenness	Chester Andrew Varney
Kate May Lucas	William Henry Wingate
Helen Oliver Lunt	Willard Choate Winkley

## 1905.

Ettie Elizabeth Brown	Clara Comfort Hayes
Alice May Brownell	Philip Hough
Bernice May Cartland	Almie Mercy Jenness
Charles Wallingford Cartland	Harold Ham Kimball
Cleo May Clark	Evelyn Bernice Meader
Marion Clarke Davis	Lavina Otis Meader

## 1905.

Emily Frances Davis  
 Hally Beth Elder  
 Martha Lois Foss  
 Walter Harold Foster  
 Arthur Foster  
 Gertrude Evelyn Fox  
 Carl Frank Foye  
 Harold Clark Gibbs  
 Edward Carl Godfrey  
 Bertha Theresa Hanson

Mary Elizabeth Moore  
 Edna Isabelle Philbrook  
 Betharlene Rollins  
 Bertha Frances Snow  
 Alice Pierce Stevens  
 Charles Haydn Stevens  
 Martha Elizabeth Trickey  
 Charles Lemuel Trickey  
 Chester Snell Wendell  
 Mary Bartlett Whipp

## 1906.

Arnold Libby Bradbury  
 Alice Winifred Dearborn  
 Elizabeth Caroline Davis  
 Bertha Washington Grant  
 Leah Hutchins  
 Olive Estelle Hatch  
 Morrill Hough  
 Alice Gafney Kivel  
 Blanche Hazel Lord  
 Elsie Louise Leighton  
 Max Warren Leighton

Katherine Agnes Murphy  
 James Monroe Mathes  
 Annie Elizabeth McNeil  
 Robert Abbott Neal  
 Haldimand Wentworth Neal  
 Franklin Aborn Perkins  
 Bertha Harriet Pray  
 Bernice Almira Pinkham  
 Helen Mildred Smith  
 William Paine Smith  
 Frederic Sumner Varney

## 1907.

Gertrude Belle Abbott  
 Ethel Louise Anderton  
 Lena Rose Brown  
 Jennie Frasier Card  
 Lionel Sidney Dangerfield  
 Albert Joel Davis  
 Ruth French Dearborn  
 Margaret DeMeritt  
 Philip James Flanders  
 Diadama George  
 Mary Elena Grady  
 Bernice Marion Hayes  
 Edward Horace Hill  
 Frank Paul Kennedy

Clara Frances McLaughlin  
 Margaret Rose McNeil  
 Matilda Alicia Milner  
 Celeste Julia Mary Murtaugh  
 Ralph Waldo Emerson Nash  
 Martha Estelle Patterson  
 Emma Zerviah Randall  
 Olivia Mary Jane Richardson  
 Hiram Hall Roberts  
 Annie Wright Taylor  
 Robert Gage Thompson  
 Agnes Walker  
 Florence Helen Walker  
 John Cambridge Whittemore

## GRADUATES OF THE GRAMMAR SCHOOLS.

1908.

## SAWYER SCHOOL.

Lewis N. Abbott	Roy S. Hussey
Winnie L. Abbott	Helen T. Keegan
William T. Boothby	Charles E. Leighton
Bertha M. Boyle	Nat. H. Lunt
John J. Carver	Fred D. I. McGowan
Thomas E. Caswell	Donald W. Nash
Norman R. Cate	Wilder A. Neal
Fred A. Cater	Addie A. Nelson
Bessie Cheney	Harold E. Niles
Margaret M. Clifford	Paul J. Northrup
Earl B. Coburn	Dorothy E. O'Brien
Carl S. Cooke	Charles S. Pettee
Florence I. Cornell	Annie Y. Piper
Harold P. Davis	Mary I. Pollard
Velma W. Davis	Dorothy M. Read
Edward F. Dondero	Mildred Rollins
Harry B. Eaton	Herbert A. Scruton
Forrest F. Eastman	Margaret Stewart
Sidney L. Gillis	Emma Stone
Marguerite B. Goggin	James D. Sullivan
Lillian G. Grant	Marion E. Wallace
Norman C. Hurd	Harold E. Whidden
	Velma G. Young

## HIGH SCHOOL.

Raymond Blanchard	Marion Jenness
Mildred Burnham	Estelle Kelsey
Eva Carroll	Everett Knott
Teresa Cavano	Helen McCarty
Harold Clark	John McFadden
Eva Crumbe	Arthur Meserve
Vera DeMeritte	George Prescott
John Devereaux	Stanley Reynolds
Margaret Farley	Pearl Richmond



Martha Fisher  
Oscar French  
Ruby Hammond  
Christopher Hartford  
Gertrude Hitchins  
Zilla Hodgdon  
Blanche Hussey

Arthur Rodden  
Clifford Stacey  
Martha Stackpole  
Marian Shaw  
Pauline Shorey  
Helen Varney  
Anna White

Anna Whiteley

# **PROGRAM FOR MUSIC TEACHER AND JANITORS.**

1908-1909.

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**MUSIC—ARTHUR E. FRENCH.**

**WEEKLY.**

**Monday, forenoon—Welch, 8.30—8.45; Hale, 9.00—10.45; Belknap, room 5b, 11.00—11.30. Afternoon—Garrison Hill, 1.15—1.45; Varney, 2.10—2.30.**

**Tuesday, forenoon—Sawyer, I to IV, 8.30—10.00; Peirce, 10.15—11.30. Afternoon—Sawyer, V to VIII, 1.30—3.30.**

**Wednesday, forenoon—Sherman, 8.30—9.40; High school, 10.00—1.20. Afternoon—Belknap, rooms 5a, 6, 7, 2.10—3.30.**

**HIGH SCHOOL, GRADES VII AND VIII.**

**Wednesday, forenoon—9.00—10.00. (1.) Sept. 9, Oct. 7, Nov. 4, Dec. 2. (2.) Jan. 13, Feb. 10, Mar. 10. (3.) April 14, May 12, June 9.**

**Wednesday, afternoon—2.30—3.30. (1.) Sept. 16, Oct. 14, Nov. 11, Dec. 9. (2.) Jan. 20, Feb. 17, Mar. 17. (3.) April 21, May 19.**

**Tuesday, afternoon. (1.) Sept. 22, Oct. 20, Nov. 17, Dec. 15. (2.) Jan. 26, Feb. 23, Mar. 23. (3.) April 27, May 25.**

**NECK SCHOOLS.**

**Monday, forenoon. (1.) Sept. 21. (2.) Jan. 11. (3.) April 19.**

**Tuesday, forenoon. (1.) Oct. 27. (2.) Mar. 9. (3.) June 1.**

## VISITING DAYS.

Monday, Feb. 1, and Tuesday A. M., Feb. 2.

The teachers of primary schools, and of Belknap 5, 6, will not expect the music teacher on dates when he is due at the Neck schools, and on "visiting days."

The teachers at the Sherman school, the Sawyer, grades 5, 7, and Belknap, grades 5, 6, 7, will not expect the music teacher on dates when he is due at the High school, grades 7, 8.

---

 JANITORS.

## HIGH SCHOOL.

George F. Hersey, residence 40 Grove street.

5.30 to 10.45 A. M.; 12.30 to 4.00 P. M. Six days per week.

## SOUTH SIDE.

George H. Patterson, residence 42 Atkinson street.

Varney, 8.00 to 8.30 A. M.; 2.15 to 3.00 P. M.

Belknap, 8.45 to 9.15 A. M.; 1.30 to 2.00, and 3.15 P. M.

Hale, 9.30 to 10.00 A. M.; 3.30 to 4.00 P. M.

Welch, 7.00 A. M.; 4.00 P. M.

## NORTH SIDE.

Martin J. Galligan, residence 39 Fourth street.

Sawyer, 8.15 to 9.00, 10.05 to 10.30 A. M.; 1.25 to 2.15 P. M.

Sherman, 9.05 to 9.30 A. M.; 12.45 to 1.10, 3.00 to 3.30 P. M.

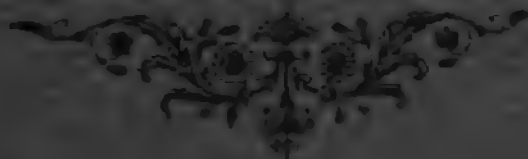
Peirce, 9.35 to 10.00, 11.30 A. M.; 2.40 to 3.00, 3.30 to 3.45 P. M.

# PUBLIC SCHOOLS

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DOVER  
NEW HAMPSHIRE

---



*Nineteen Hundred and Nine.*

79.3

75



# FORTIETH ANNUAL REPORT

OF THE

## SCHOOL COMMITTEE

11, 180

IMPLIMENTS OF

A. H. KEYES,

SUPERINTENDENT OF SCHOOLS.

BASE EXCHANGE.



DOVER, N. H.  
GEORGE J. FOSTER & CO.  
1910.



FORTIETH ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE

THE

DOVER, N. H.

THE

DECEMBER 31, 1909.



DOVER, N. H.  
GEORGE J. FOSTER & CO.  
1910.





Dover, N. H., January 18, 1910.

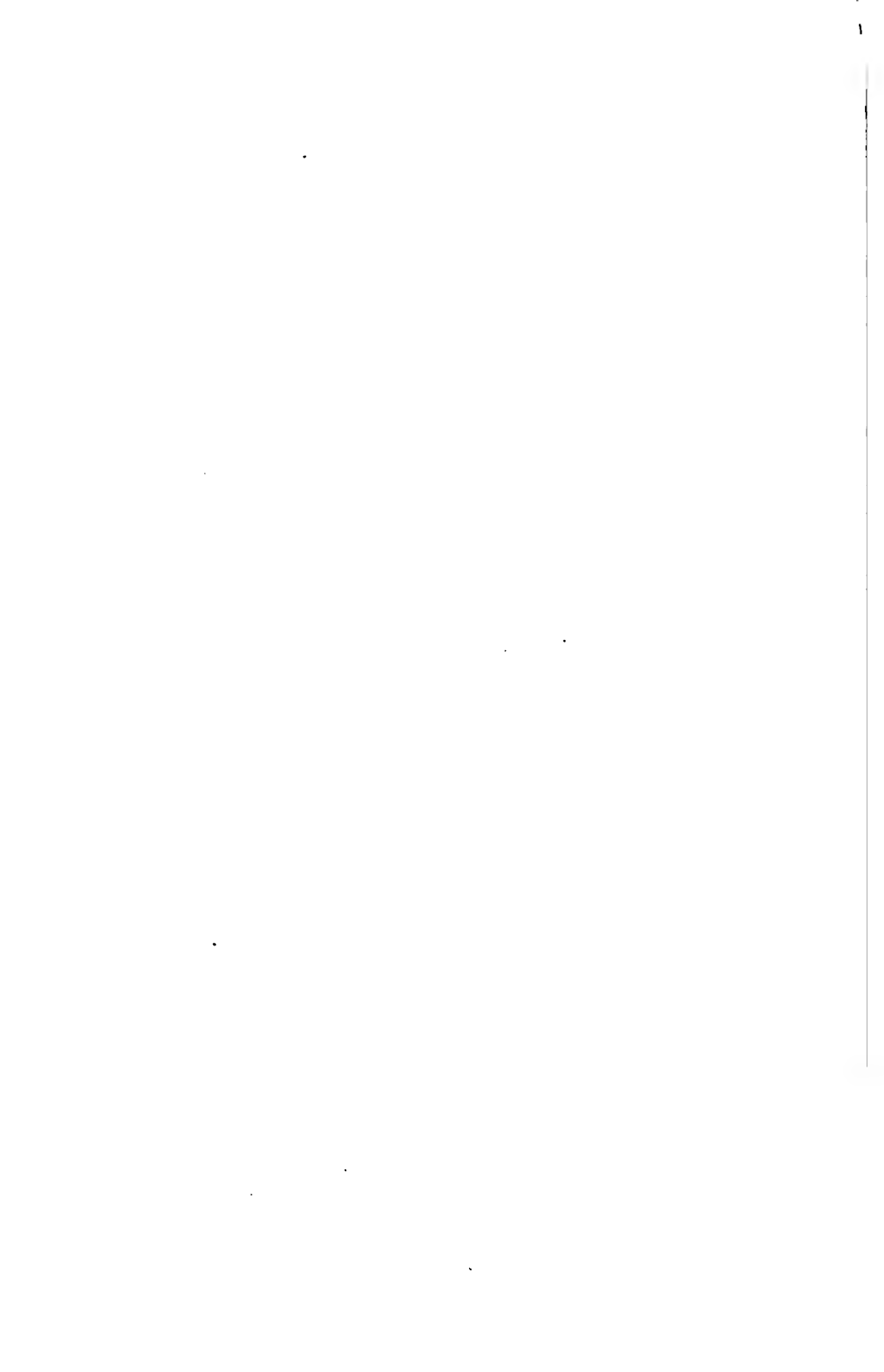
TO THE CITY COUNCILS OF THE CITY OF DOVER:

By vote of the school committee of the city of Dover, I have the honor to communicate to you the annual report of said committee to the city, adopted December 31, 1909, as prescribed by section 12, chapter 92, of the public statutes of the State of New Hampshire, of which report the reports of the superintendent of schools, the committee on finance and claims, the principal of the high school, the music teacher, and the truant officer, also herewith presented, were, by vote of the school committee, made a part.

Respectfully submitted,

JAMES H. SOUTHWICK,

Secretary.



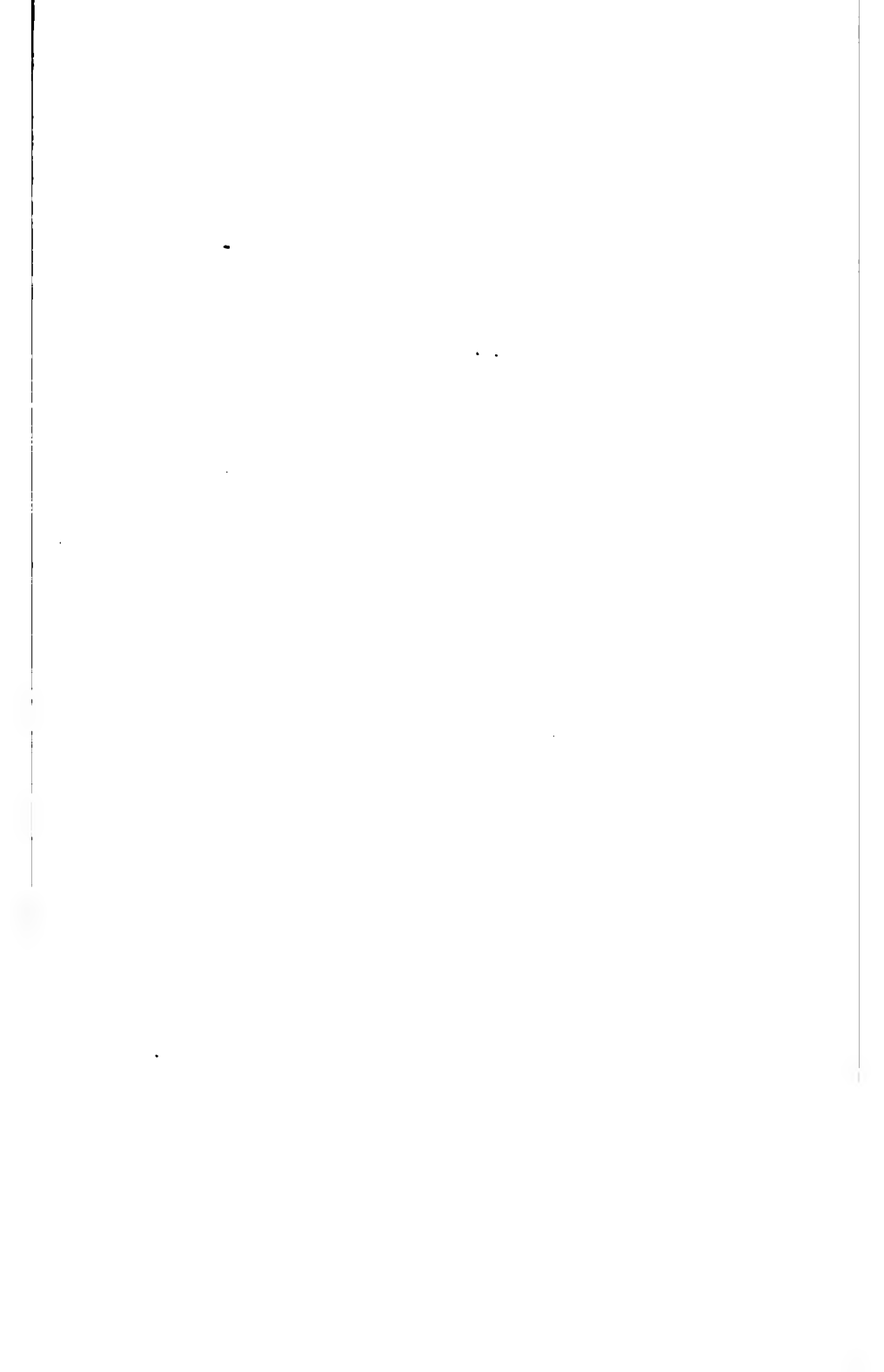
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# ANNUAL REPORT

## OF THE

### SCHOOL COMMITTEE.

FOR THE YEAR 1909.

In accordance with the laws of the state of New Hampshire, the school committee of the city of Dover presents its report for the year 1909, it being the fortieth in the series of reports of the city district.

#### THE SCHOOL COMMITTEE, 1909.

Members.		Term Expires.
George J. Foster,	Ward 1 . . . . .	Jan. 1910
Charles E. Wendell,	" 1 . . . . .	Jan. 1911
Mrs. Edna F. Rines,	" 2 . . . . .	Jan. 1910
Mrs. Ellen T. Scales,	" 2 . . . . .	Jan. 1911
George E. Buzzell,	" 3 . . . . .	Jan. 1910
Charles A. Fairbanks,	" 3 . . . . .	Jan. 1911
Allen P. Richmond, Jr.,	" 4 . . . . .	Jan. 1910
John E. Anthes,	" 4 . . . . .	Jan. 1911
James N. Whelan,	" 5 . . . . .	Jan. 1910
Andrew Killoren,	" 5 . . . . .	Jan. 1911

#### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1 . . . . .	Jan. 1911
James H. Southwick,	" 2 . . . . .	Jan. 1910
Frederic E. Smith,	" 3 . . . . .	Jan. 1911
George A. Tolman,	" 4 . . . . .	Jan. 1910
James Brennan,	" 5 . . . . .	Jan. 1911

Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday of each month, at half-past seven o'clock, P. M.



# ORGANIZATION FOR 1909.

Chairman,  
CHARLES A. FAIRBANKS,  
360 Central Avenue.

---

Secretary,  
JAMES H. SOUTHWICK,  
665 Central Avenue.

---

## SUB-COMMITTEES.

Qualifications of teachers—Fairbanks (ex-officio), Mrs. Rines, Smith, Mrs. Scales, Richmond, Tolman.

Finance and claims—Southwick, Wendell, Anthes, Foster, Fairbanks.

Text-books—Foster, McDuffee, Buzzell, Southwick, Smith.

Music and drawing—Anthes, Whelan, Southwick, Mrs. Rines, Brennan.

Health—Richmond, Killoren, Tolman, Anthes, Brennan.

High school—Fairbanks (ex-officio), Foster, Wendell, Anthes, Killoren, Smith.

Grammar schools—McDuffee, Buzzell, Wendell, Tolman, Mrs. Scales.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Suburban schools—Wendell, McDuffee, Mrs. Scales, Richmond, Brennan.

Evening school—Killoren, Foster, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Southwick, Richmond.

Truancy—Brennan, Smith, Tolman.

Auditors—Chas. H. Foss, James F. Dennis.

Superintendent of Schools,  
AUSTIN H. KEYES, Ph. D.,  
Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays  
and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays, and  
Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,  
WILLIAM K. CHADWICK,  
Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,  
VALMORE H. CAVERLY,  
Residence, 17 Kirkland Street,  
Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school  
days.

### THE SCHOOL COMMITTEE, 1910.

Members.		Term Expires.
George J. Foster,	Ward 1 . . . .	Jan. 1912
Charles E. Wendell.	" 1 . . . .	Jan. 1911
Mrs. Edna F. Rines,	" 2 . . . .	Jan. 1912
Mrs. Ellen T. Scales,	" 2 . . . .	Jan. 1911
George E. Buzzell,	" 3 . . . .	Jan. 1912
Charles A. Fairbanks,	" 3 . . . .	Jan. 1911
Allen P. Richmond, Jr.,	" 4 . . . .	Jan. 1912
John E. Anthes,	" 4 . . . .	Jan. 1911
James N. Whelan,	" 5 . . . .	Jan. 1912
Andrew Killoren,	" 5 . . . .	Jan. 1911

### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1 . . . .	Jan. 1911
James H. Southwick,	" 2 . . . .	Jan. 1912
Frederic E. Smith,	" 3 . . . .	Jan. 1911
George A. Tolman,	" 4 . . . .	Jan. 1912
James Brennan,	" 5 . . . .	Jan. 1911

Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday of each month, at half-past seven o'clock, P. M.

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### ORGANIZATION FOR 1910.

Chairman,

CHARLES A. FAIRBANKS,  
360 Central Avenue.

---

Secretary,

JAMES H. SOUTHWICK,  
665 Central Avenue.

---

#### SUB-COMMITTEES.

Qualifications of teachers—Fairbanks (ex-officio), Mrs. Rines, Smith, Mrs. Scales, Richmond, Tolman.

Finance and claims—Foster, Wendell, Anthes, Southwick, Fairbanks.

Text-books—Southwick, McDuffee, Buzzell, Foster, Smith.

Music and drawing—Anthes, Whelan, Southwick, Mrs. Rines, Brennan.

Health—Richmond, Killoren, Tolman, Anthes, Brennan.

High school—Fairbanks (ex-officio), Foster, Wendell, Anthes, Killoren, Smith.

Grammar schools—McDuffee, Buzzell, Wendell, Tolman, Mrs. Scales.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Suburban schools—Wendell, McDuffee, Mrs. Scales, Richmond, Brennan.

Evening school—Killoren, Foster, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Southwick, Richmond.

Truancy—Brennan, Smith Tolman.

Auditors—Chas. H. Foss, James F. Dennis.

Superintendent of Schools,  
AUSTIN H. KEYES, Ph. D.,  
Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays, and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

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Treasurer,  
WILLIAM K. CHADWICK,  
Office, City Building.  
Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

---

Truant Officer,  
VALMORE H. CAVERLY,  
Residence, 17 Kirkland Street,  
Office, City Building.  
Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

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CALENDAR ADOPTED JUNE, 1909.  
FOR THE YEAR 1909-1910.

All schools open September 7, 1909, for fifteen weeks to December 17, 1909.

Vacation two weeks.

All schools open January 3, 1910, for thirteen weeks to April 1, 1910.

Vacation two weeks.

All schools open April 18, 1910. High school ten weeks to June 24, 1910, other schools nine weeks to June 17, 1910.

## REPORT OF CHAIRMAN.

---

### TO THE SCHOOL COMMITTEE:

I have sometimes, during the last few years, questioned the necessity of the chairman of the school committee making a report at all. The query applies to myself as well. It has seemed, in a measure, unnecessary and perfunctory, in the sense of mechanical. The report of the superintendent is so full, exhaustive and minute in details, as to make a report along these lines but a repetition. For a chairman to place himself in competition with a mind specialized in education would indeed be preposterous.

From those days, not so many years ago at that, when this city was divided into many districts, each in charge of its own committee, each working along lines according to its best lights and all producing good results for their day and generation, it is a long step to today with its one head trained for this particular service, with similar grades of schools working with common purpose and common end.

In those earlier days, as a matter of course, it was the duty of the chairman of each committee to give an account of his stewardship, and it was good, effective and devoted service.

Today we have come upon new conditions, new methods and a new environment, and these duties are delegated, and it is well that they should be, because it is in line with the progress of the age.

It is surprising, as I look back over my twenty-seven years of service as a member of this committee, to see the great advances in breadth, uniformity, and method of instruction, the wonderful increase in opportunities for our pupils, and the safe tenure of office and increased salaries of our teachers.

I have long been an advocate of an increase in the ap-

propriation for our evening school. With the constant immigration to our shores of people whose tongues are foreign to our own, there should be no obstacle for economy's sake to the assimilation of all races as a part of the community.

This is true not only in a civic sense but in an economic sense as well. It is a characteristic of human nature to trade where it can trade the cheapest, all other things being equal, and this can not be done where there is a babel of tongues. I believe every dollar, within reasonable limits, invested in our evening school, will be more than returned to our merchants. In a civic sense no one would argue one moment that there should be a cleavage along the lines of the different races.

The safety of all depends upon the fusing of the many into one great unit. We can assist in this by proper and adequate appropriations for our evening school.

I believe the day is not far distant when our high school building should be given over, in its entirety, to the use of the high school, and provision made elsewhere for the grammar classes now located there.

Because of the surprising growth of our high school since the erection of the new building, additional teachers have been demanded. Notwithstanding this increase in the number of teachers every period of every teacher is fully occupied, so that there is no opportunity to help individual pupils during school hours. If this growth continues I see no other alternative than an addition to the Belknap school building, or the erection of another building for grammar school purposes.

There are vacant rooms, to be sure, but not properly located. No committee, with reason, would think of sending pupils out of their natural school environment.

My predecessor in this office, in frequent addresses and reports, while chairman, advocated the addition of industrial education as a part of the high school curriculum. I am entirely in accord with this proposition.

While we should not abate, in any way, our efforts towards a general education, or in other words, the creation of habit and the ability to judge, I believe the tendency of the best educational thought is towards vocational education.

As Superintendent Brooks of Boston well says:

"Today the enormous growth of commercial activity, the development of factory methods, and the disappearance of the apprenticeship system bring the community face to face with new requirements. The demand for specific and definite preparation for particular vocations is being urgently made and it is the business of the schools to supply this demand. Just as the schools have always grown apace with the needs of the time, so will they now take upon themselves this new problem and solve it."

And Chairman Ellis of the Boston school committee states the case fully in the following words:

"It must be understood that these courses (meaning industrial training) do not pretend to take the place of ordinary apprenticeship. All craft work requires the work of both head and hand. We cannot hope to teach in the schools dexterity of the hand, but we believe that we can assist the scholar with correlative study and work, so that when he finally does take up his trade he will advance rapidly and be able to fill the highest position in that trade."

Respectfully submitted,

CHARLES A. FAIRBANKS,

Chairman.

# ANNUAL REPORT

## OF THE

### Committee on Finance and Claims.

#### To THE SCHOOL COMMITTEE:

The committee on finance and claims makes the following report as to the receipts and expenditures of the board during the year ending December 31, 1909.

The resources of the committee, apart from the special appropriation for evening school and text-books, were as follows:

RESOURCES.	
Balance, Dec. 31, 1908 . . . . .	\$ 200 82
Appropriation by law . . . . .	29,692 50
In excess of required sum . . . . .	3,807 50
Tuition from non-resident pupils . . . . .	2,246 00
From dog licenses . . . . .	1,126 85
Literary fund from state treasurer . . . . .	879 16
From library for janitor and coal . . . . .	800 00
Income of Perkins medal fund . . . . .	34 00
	<hr/>
	\$38,786 83

EXPENDITURES.	
Expended . . . . .	\$37,875 29

Balance . . . . .	\$911 54
-------------------	----------

#### GENERAL EXPENSE ACCOUNT SUB-DIVIDED.

Fuel . . . . .	\$2,936 50
Salaries . . . . .	28,878 75
Care of rooms . . . . .	2,759 81
Books, printing and stationery . . . . .	423 13
Transportation . . . . .	2,072 00
Miscellaneous . . . . .	805 10
	<hr/>
	\$37,875 29



**SPECIALS.****TEXT-BOOKS AND SUPPLIES.**

Appropriation for 1909 . . . . .	\$1,900 00
Sale of books . . . . .	39 23
	<hr/>
	\$1,939 23
Deficit for 1908 . . . . .	\$81 19
Expended 1909 . . . . .	1,893 01
	<hr/>
	\$1,974 20
Deficit . . . . .	<hr/>
	\$34 97

**EVENING SCHOOL.**

Balance from 1908 . . . . .	\$18 59
Appropriation for 1909 . . . . .	700 00
	<hr/>
	\$718 59
Expended . . . . .	708 57
	<hr/>
Balance . . . . .	\$10 02

**BALANCES.**

General appropriation . . . . .	\$911 54
Evening school . . . . .	10 02
	<hr/>
	\$921 56

**DEFICIT.**

Text-books and supplies . . . . .	\$34 97
	<hr/>
Balance December 31, 1909 . . . . .	\$886 59

Respectfully submitted,

J. H. SOUTHWICK,

CHARLES E. WENDELL,

J. E. ANTHER,

GEO. J. FOSTER,

CHAS. A. FAIRBANKS,

Committee on Finance and Claims.

## REPORT OF AUDITORS.

~~We, the undersigned,~~ have examined the books, papers and accounts of Wm. K. Chadwick, treasurer of the school committee, and find them correctly kept, rightly cast and vouched for, and that the sum of \$886.59 remains in the hands of the treasurer, which we find to be on deposit in the Stratford National bank.

We have also examined the receipted bills in the hands of the secretary, and find them to be properly approved by the committee on finance and claims, receipted in full, and to correspond with the orders on the treasurer drawn therefor.

CHARLES H. FOSS.

JAMES F. DENNIS,

Auditors.

Dover, N. H., December 31, 1909.

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 ESTIMATES FOR 1910.

TO THE SCHOOL COMMITTEE:

The committee on finance and claims, having carefully considered the necessities of the schools for the year 1910, report as follows:

GENERAL APPROPRIATION.

Fuel . . . . .	\$ 3,000 00
Salaries . . . . .	29,600 00
Care of rooms and cleaning . . . . .	2,800 00
Books, printing and stationery . . . . .	600 00
Transportation . . . . .	2,250 00
Miscellaneous . . . . .	800 00
	<hr/>
	\$39,050 00

RESOURCES.

Balance . . . . .	\$911 54
Literary fund (est.) . . . . .	850 00

Tuition (est.) . . . . .	\$2,300 00	
Dog licenses, (est.) . . . . .	1,100 00	
Library, for janitor and fuel (est.)	800 00	
	<hr/>	\$5,961 54

Needed from city by appropriation . . . .	\$33,088 46
---	-------------

**TEXT-BOOKS.**

Estimated cost of text-books and supplies . .	\$2,000 00
---	------------

**EVENING SCHOOL.**

An appropriation for evening school . . . .	\$1,000 00
---	------------

**APPROPRIATIONS FOR 1909.****TO BE EXPENDED BY THE SCHOOL COMMITTEE.**

For school purposes as required by law . . . .	\$29,692 50
In excess of required sum . . . . .	3,367 50
Text-books and supplies . . . . .	2,000 00
Evening school . . . . .	900 00

**TO BE EXPENDED BY THE CITY COUNCILS.**

Repairs of schoolhouses . . . . .	\$1,600 00
-----------------------------------	------------

# ANNUAL REPORT

## OF THE

### SUPERINTENDENT OF SCHOOLS.

---

TO THE SCHOOL COMMITTEE OF THE SCHOOL DISTRICT OF  
THE CITY OF DOVER:

I have the honor to submit my sixth annual report, it being the thirty-first in a series of similar reports.

Statistics concerning the enrollment and attendance of the pupils, etc., based on the school year from September 1, 1908, to June 30, 1909, and the financial statistics based on the fiscal year, are incorporated in this report under the proper headings.

Our schools are gaining each year in permanent improvements. The number of pupils in all the schools remains nearly stationery or with a slight decrease, although the number in the high school is still increasing and we have reached the mark of 300 pupils. In the future we can safely count on 300 pupils in the high school.

Our teaching force remains practically the same as last year. We have lost only four teachers from the high school and three from the grades since the last report.

The teachers that have resigned in the high school are Grace W. Hooper, Bessie M. Brackett, Mae J. Ashworth and Chester S. Wendell; in the grades Florence Pendexter of the Back River school and Marie L. Raino of the Garrison Hill school. In place of these there have been elected Lillian L. Latham, Maude Winship, Mabel L. Hayes and Haldimand W. Neal for assistants in the high school, and F. Allan Chapman for teacher of the Back River school. After Miss Raino's resignation, the Back River school was closed and Mr. Chapman, the teacher, was transferred to the Garrison Hill school.

The Back River school was closed for one week and then reopened with Mr. Chapman as teacher. A substitute was placed in the Garrison Hill school until the end of the Fall term.

---

The school system met a great loss in the death of Miss Julia A. Grant, the teacher of the fifth grade in the Sherman school. Miss Grant was born in Dover, January 3, 1871; she was educated in the public schools of Dover and graduated from the high school in June, 1889; she studied in the Dover training school one year; she taught six years at Tolend, six years at Garrison Hill, and seven years in the Sherman school, fifth grade; she died October 20, 1909.

The following resolutions recommended by the Grammar school committee were unanimously passed by the full board.

Dover, N. H., October, 27, 1909.

We recommend to the school committee that the following resolutions be adopted:

Whereas, God has removed from our community and our school system one of the most faithful and efficient teachers, Miss Julia A. Grant;

Whereas, for nineteen years Miss Grant has given her life to the education of our young people and has been untiring in her efforts and most loyal in her devotion to school work;

Resolved, that we extend to her family our heartfelt sympathy in their great loss, a loss that will be deeply felt, not only by them but by the school department and by her many friends, young and old, throughout the city.

Resolved, that a copy of these resolutions be sent to Miss Grant's family, a copy be spread upon the records of the committee, and a copy be sent to Foster's Democrat for publication.

GEO. D. McDUFFEE,  
GEO. E. BUZZELL,  
CHARLES E. WENDELL,  
ELLEN T. SCALES,  
GEO. A. TOLMAN,  
Grammar School Committee.

---

Miss Gertrude O. Hobbs, teacher of the Lower Neck school, was transferred to the Sherman school, 5th grade; Miss Emily S. Folsom, teacher of the Welch school was transferred to the Lower Neck school and the Welch school, was closed.

This year we have had but one new teacher in the grades. The permanency of the teaching force is one of the causes for the steady growth and improvement of our schools.

#### PENMANSHIP.

We have now had one year of the Palmer system. The results are good. Over half of the grade teachers have received the Palmer certificate for proficiency and two of the seventh grade pupils have also secured it.

I have outlined the work for each year and each pupil will try to complete the work of his grade. A criticism department is run at the superintendent's office and each pupil sends in his work once a month or oftener during the year. These papers are criticised and returned. When a pupil has all of the drills of his year's work marked "good" he has completed the year's work.

Under this system there is no doubt in my mind that in a few years a majority of our pupils will write a good legible hand with a rapid arm movement. There is no "royal road" or "short cut" to good penmanship, but long practice in the right way under the direction of a skillful teacher will make the majority of pupils good penmen.

#### ENGLISH.

This is the subject of most importance in the graded schools and one in which we get the least results. The cause of this condition is that educators until the last few years did not wake up to the fact that the English language needed teaching. They thought that like "Topsy" it had a spontaneous growth without care and attention, and that in connection with other studies sufficient English could be learned. They did not realize how broad its field is, that its scope takes in three great branches, each a study in itself:

(1) the acquiring of a good vocabulary, (2) the acquiring of ease and power in composition work, (3) the acquiring of taste for good literature.

In the first case many educators have thought that a child acquires sufficient vocabulary from the conversation of others and from the use in his own conversation of what he hears. It was thought also that the reading of good books was a great help in securing a good vocabulary. It is true that the vocabulary of every child is made from the conversation of the people with whom he associates, with slight additions from the books he reads. But this method gives a very limited vocabulary for use in speaking and writing. The vocabulary clearly understood by the child in his reading is much larger than he can use in speaking and writing. The question comes home, can the speaking vocabulary be increased so that the child may use English with ease and fluency in his talk? This power in words comes from their study. There must be careful consideration of words as units, of how they are made, of root, prefix, and suffix, of their compound parts, of their synonyms, and in the high school of the language from which they are derived. Time must be given to word analysis and word synthesis, to word building from roots, prefixes, and suffixes. New words should be acquired from the study of their component parts and should be turned about in the mind and upon the tongue of the pupil until they become his possession for use. The learning of a vocabulary should not be neglected but should receive its due proportion of time in the English course. In the primary grades it is of supreme importance and in the grammar grades it should not be forgotten.

The broadest field in English is composition writing, since it includes so many different departments of study; namely, penmanship, spelling, capitalization, punctuation, grammar, rhetoric, and finally, having something to write. This work in composition should commence as early as in the third grade and should have at least one-third of the time in the rest of the course in English. No one of the different lines

of work should be neglected in any piece of writing, though rhetoric will receive more attention in the high school. Commencing in the primary grades the points to be secured in written English are good, rapid, legible penmanship, correct spelling, the correct use of capitals and punctuation, correct grammatical construction, logical arrangement of thought, good paragraphing, and something worth writing. All of these details should be considered in every written lesson until the ability to write well has been secured.

The love and appreciation of good literature does not exist in the hearts of our children to any great extent. This is due to the fact that children read but very little good literature. Their reading for the greater part is novels and books of exciting adventures and circumstances; as a result they do not enjoy a quiet piece of good literature. The taste has never been acquired. Besides, in the high school where the pupils are supposed to study good literature many of the pieces selected for study in the college entrance requirements are so beyond the understanding of the pupils that they acquire a distaste rather than a love for good literature. The college entrance requirements are gradually changing and in a few years there will be a great improvement in this respect. It remains for the grade teachers to select such pieces of good literature for their children that they may enjoy as they read and from the study of such pieces learn to love them.

During this school year I shall thoroughly revise the course in English and shall arrange the course so as to outline the work, week by week for each grade. For this purpose teachers' meetings are being held each week that we may have the best experience of all embodied in the course.

We hope to arrange a course that will give the largest results with the least expenditure of time.

#### GEOGRAPHY.

The ideal geography is yet to be published. In the books of the present time there is too much cataloguing of cities with a few catch words about each and too little attention to the industrial, commercial and educational life of the peo-



ple. As soon as we get our English course on a satisfactory basis I intend to study the question of the best course and the best text-book in geography.

#### ARITHMETIC.

I have now completed the manuscript copy of an arithmetic fitted for our course and each teacher is now using a desk copy. This will make uniformity in all of the schools and greater efficiency in the work. In the last examination in this subject 980 pupils or all present in our schools on that day, except a part of the first grade, got an average of 75.4 per cent. on the basis of rigid marking. This shows that three-fourths of the work was entirely correct. We cannot expect much better results.

#### TEXT-BOOKS IN THE OTHER STUDIES.

In reading we have a large variety of books carefully selected for their worth. These give the children a taste for all kinds of literature as well as teach them the mechanics of reading. In spelling and history we have two excellent books for each subject. In civics, physiology and algebra, for a brief course, the text books cannot be bettered.

#### SCHOOL BUILDINGS.

The repair committee of the city councils has done excellent work in keeping the school buildings in good condition. Alderman Sherry, chairman of the committee, has been untiring in his efforts to make every cent of his appropriation count for the necessary improvements, but he cannot do more than his appropriation permits. There is need of considerable work upon the grounds of the Pierce school, the Varney school, the Belknap school, and the Hale school. In each one of these four grounds there should be new concrete walks and some grading. The present appropriation for repairs takes care of the necessary changes in the interior of the buildings but is not sufficient for this outside work. The appearance of neglect in the yards is not in keeping with the pleasant rooms where the children study. To my mind it is a part of education to have the grounds where the children

play and assemble neat, tidy, and well kept, and it seems to me wise for this committee to request the city councils to make the appropriation for repairs of schoolhouses large enough so that the school grounds can be made, if not an ornament, at least a credit to the city.

Again the time is near at hand, if not already here, when we shall need another four room school building in the southern part of the city. The high school is growing larger every year. As a result in a few years the two graded schools in that building will be crowded out and we have no place for them to go. The school in the basement of the City Hall is a pleasant one, but the children have no grounds on which to play. The city officials are very kind and lenient, yet it is some inconvenience to them to have the school there. Another place should be provided for this school as soon as possible. Therefore we need three school rooms to supply our present needs on the South side. It would be well for the committee to recommend to the city councils the erection of such a building. It is a matter of only a short time before it must be built.

On the North side it is with great difficulty that the superintendent is able to fill the Sherman school with the necessary number of pupils, because of the hostility to its location. In spite of the fact that Chairman Sherry has kept the building in the best of condition, and in spite of the fact that the school is well equipped with good teachers and good books and supplies, this hostility does not abate. Parents allege and with truth upon their side that drunkenness is more common in that part of the city and that it is not right for children to be exposed to the dangers that arise from such conditions. It seems to me wise for this committee to urge upon the city councils the need now of another building upon the North side in a better locality.

#### INDUSTRIAL EDUCATION.

One of the great needs of our school system is industrial education. Every year there go out from our schools many boys and girls fourteen years of age and upwards to go to

The surprising thing about the enrollment is the fact that the boys are only two less in number than the girls. As a common rule the girls outnumber the boys in high schools by a considerable number, sometimes almost two to one. Our boys are remaining in high school and are doing very good work. With an industrial school in our plant the high school would hold practically every boy that graduated from the grammar school.

In the prize speaking contest the prizes were awarded again by the vote of the audience. The first vote resulted in a tie between Bertha Boyle and Walter Morrisette. In the second vote Bertha Boyle won and was awarded the medal. Walter Morrisette received the second prize of ten dollars.

The loss of teachers in the high school was not large at the opening of the school year and we hope in a few years to keep a permanent force of first class teachers by paying them salaries according to their worth.

The shorthand department of the school has been improved by changing four old typewriters for new machines.

The laboratories have been kept up to a fair equipment and a number of new slides have been bought for the stereopticon.

The school is well supplied with modern text-books and the courses have been made to harmonize with the state requirements.

For the programs of courses and recitations I refer you to the appendix and for further information about the school to the principal's report.

#### GRADE SCHOOLS.

In my experience I have never found teachers in any place work harder to secure good results than in Dover. Our teachers are studying every problem that comes to them and endeavoring to the best of their ability to work each problem out so that it may result in the greatest good to all. The individual child is being studied more and more

and every effort is being made to give the needed help to every child so that each one may advance with his class.

The number that failed of promotion in the grades was very small except in the first grade. The larger number there is due to the fact that it takes time for the first grade child to find himself in school, and to the fact that sickness and bad weather keep him from school more than they do the pupils of other grades. The record of June, 1909, in regard to promotions is as follows:

Grade	I	II	III	IV	V	VI	VII	VIII
Promoted to next grade . . .	147	123	127	134	129	108	108	4
Not promoted to next grade . .	47	9	9	4	4	0	5	8

Even with the large number that failed of promotion in the first grade there were less than 8 per cent. of all the grades that failed to advance, and omitting the first grade there were but 4 per cent. that failed of promotion in the other grades.

Our teachers are studying the subjects they teach more and more each year. The special subject for consideration this year is English, and we expect at the beginning of the next school year to have a good course completed which shall outline the work week by week, and by the use of which we can get effective results.

The grade schools are not overcrowded in numbers. In October the Welch school was closed because the number of pupils was small and they could be taken care of just as well in the Hale and Varney schools.

The suburban schools are growing smaller each year, and it will be only a question of time when it will be cheaper to transport the pupils of each district rather than run the school.

The number of pupils in the suburban schools are:

Garrison Hill . . . . .	19
Back River . . . . .	17
Upper Neck . . . . .	9
Lower Neck . . . . .	10

Although we have very good teachers in these schools, the children have a better opportunity in the city schools where there is a single grade and competition among a larger number.

Owing to the many needs of the high school quite a large part of the text-book fund for several years has been expended for high school supplies. The result is that the grade schools will need next year quite a large number of new books, since many of their books are old and worn out. The life of a book in the high school is three to four years, in the grades we have made some of the books last ten years.

I want to see the grades next year well equipped with the best material in English and in supplementary reading.

#### EVENING SCHOOL.

The evening school last winter was not quite as large as the previous year. The total enrollment was 201 and the average attendance 119.

From the registers I have obtained the following record of our evening school. It was started in 1883 and has been run each year for an average of about 15 weeks, with the exception of four years.

The record of attendance is as follows:

	Total Enrollment.	Average Attendance.
1883-84 . . . . .	96	31
1884-85 . . . . .	79	24
1885-86 . . . . .	119	29
1886-87 . . . . .	No school	
1887-88 . . . . .	89	42
1888-89 . . . . .	126	66
1889-90 . . . . .	100	37
1890-91 . . . . .	No school	
1891-92 . . . . .	No school	
1892-93 . . . . .	17	7
1893-94 . . . . .	79	20
1894-95 . . . . .	No school	
1895-96 . . . . .	65	13
1896-97 . . . . .	67	11

	Total Enrollment	Average Attendance.
1897-98 . . . . .	50	10
1898-99 . . . . .	55	19
1899-1900 . . . . .	58	17
1900-01 . . . . .	43	17
1901-02 . . . . .	85	31
1902-03 . . . . .	68	23
1903-04 . . . . .	108	37
1904-05 . . . . .	160	69
1905-06 . . . . .	155	83
1906-07 . . . . .	181	99
1907-08 . . . . .	261	142
1908-09 . . . . .	201	119

The enrollment this year is over 170 and still increasing. The total enrollment will amount to about 200 and the average attendance will be large.

It would be well to commence the school a month earlier in the Fall and run it a few weeks later in the Spring. A thousand dollars could be spent with profit to the city in Americanizing the foreign born people of our city and I would recommend to the committee that that appropriation be asked from the city councils for next year.

The teachers for this year are W. D. Davis, Principal, John Daeris, Bill Pappas, Peter Marrion, Miss Ida B. Hanson, Miss Nellie F. Grant, Miss Mary E. Twombly.

The whole work of the school is to teach the foreign born pupil the English language. The increased attendance shows that the school is appreciated.

#### MUSIC.

This city is fortunate in retaining the services of the supervisor, Mr. French, so many years. Mr. French has studied the music problem in our schools in all of its details and is constantly making improvements in his course and methods so as to secure better results. His aim is to lay a thorough foundation of music in the mind and heart of each pupil so that he may be prepared to enjoy good music and to

produce it as far as lies in his power. Mr. French has good success in his work.

Besides his regular work he plans to give each year a concert made up from the talent in the high school.

The report of the supervisor will be found in the reports and his time schedule in the appendix.

#### DRAWING.

At the end of the school year Mr. Wendell was obliged to withdraw from teaching drawing in the high school since he had to leave the city to continue his studies at Harvard. Mr. Haldimand W. Neal, a senior at Durham College, was elected to fill his place. Mr. Neal is carrying along the work very well.

In the grades the teachers are following the course outlined by previous drawing teachers and are giving the required amount of time to the subject. We expect to make a good display of the work of the pupils in the Spring.

#### HEALTH.

Unfortunately last Spring an epidemic of scarlet fever swept over the city and we lost three weeks from the school year. The loss has been apparent in the work of the pupils this year. Nevertheless, we have reason to rejoice that the disease ran so light and there were no fatal cases among our children.

It would be well if we could have medical inspection in our schools. Some of these epidemics could be prevented and much good would be derived from letting the parents know of the physical condition of their children. In a feeble way the teachers and myself have done what we could to remedy the bad condition of eyes and ears. Two years ago we found 191 children with defective eyes whose difficulties had not been relieved in any way. In the majority of these cases the parents took action at once. In quite a number of cases, however, the parents were not able to furnish glasses or were indifferent about it. Our philanthropic people and societies gladly gave money to supply these with glasses, and

Drs. Reed and Flanders gave their services and Dr. Reed supplied the glasses at cost.

Last year there were over 50 children that needed glasses and quite a large number of these had to be supplied from funds raised by subscription. This year the number will be about the same and I shall see that all needing glasses are supplied.

It is much harder to detect defective hearing. The teachers have found but few cases where the hearing did not appear to be normal. In those cases all was being done by the parents that could be done to relieve the difficulty. It is quite possible that a number of cases have been overlooked.

If we had medical inspection in our schools, the condition of eyes and ears would be thoroughly known, the many cases of adenoids could be detected, the presence of infectious diseases could be discovered and the cases cared for before they had made much headway.

Our sister state on the south is doing much in medical inspection of the schools and is finding it of great value as an educational measure. I would recommend it to the consideration of our committee.

#### TELEPHONES.

The matter of placing a telephone in each school building has been considered by the committee for a year. Several efforts have been made to get the telephone company to furnish at least one more free telephone. So far these efforts have been of no avail. On December 20th, the finance committee voted to install a telephone in the Sawyer school and one in the Belknap school. These two telephones will increase the efficiency of our school system and more than compensate for the cost.

#### LIMITS OF SCHOOL DISTRICTS.

There are some changes in these limits, since this year the City Hall school and the high school, grade VIII, have both sexes; the Welch school has been closed; and the Belknap school grade 5b, contains now the fifth and sixth grades.



The following table of limits gives the general outlines of the districts which are subject to such changes as may be necessary from time to time.

#### GRADE VIII.

Sawyer school.—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river, and Fourth street west of the Cocheco river.

City Hall school.—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Suburban districts.

High school.—All of the southern and western part of the city not included in the above limits.

#### GRADE VII.

Sawyer school.—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river and Fourth street west of the Cocheco river.

High school.—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Suburban districts.

Belknap school.—All of the southern and western part of the city not included in the above limits.

#### GRADES VI, V.

Sawyer school.—The northern part of the city bounded on the south by Fourth street, west of the Cocheco river, the B. & M. R. R. between Cocheco river and Central avenue, and Ham street east of Central avenue.

Sherman school.—South of the Sawyer limits to George street and St. Thomas street and as far west as Belknap street. In addition, Rollinsford, Fresh Creek, Garrison Hill district, and Blackwater.

Belknap school (b).—South of the Sherman limits to the lower end of Central avenue and as far west as Locust street.

Belknap school (a).—All the southern and western part of the city not included in the above limits.

## GRADES IV, III, II.

Sawyer school.—The northern and western part of the city. The southern boundary is Cocheco river and Fourth street west of the Cocheco river; the eastern boundary is Central avenue. In addition, the eastern side of Central avenue as far south as Preble street and the western ends of Oak street, Hill street, Ham street, and New York street.

Pierce school.—East of the Sawyer limits and as far south as Washington street but not including the section east of Central avenue set over into Sawyer district.

Varney school.—East of Central avenue, south from Peirce limits to Georgestreet and Payne street; west of Central avenue south from Sawyer limit to Silver street and including this street. In addition, Young street, Water street, Rutland street, Knox Marsh, Littleworth and Tolend.

Hale school.—South of Varney limits to rural districts. Pupils from Garrison Hill district and Blackwater will be transported to the school having the smallest number of pupils.

## GRADE I.

Sawyer school.—The northern and western part of the city. The southern boundary is Cocheco river and Fourth street west of the river; the eastern boundary is Central avenue.

Peirce school.—East of the Sawyer limits and south to Peirce street and including Peirce street.

Sherman school.—South of Peirce limits east of Central avenue to Washington street, south of Sawyer limits west of Central avenue to Washington street, and as far west as Fayette street.

Varney school.—West of Central avenue and south from Sherman limits to Silver street and including this street. In addition, Tolend, Littleworth, Knox Marsh, and part of Children's Home.

Hale school.—South from the Sherman and Varney limits to suburban districts with the exception of a part of the Children's Home.

**CONCLUSION.**

In conclusion I express my thanks to the committee for their unfailing support of every good measure for the schools.

Respectfully submitted,

A. H. KEYES,

Superintendent of Schools.

# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE HIGH SCHOOL.

TO THE SUPERINTENDENT OF SCHOOLS:

Sir: This is my fourth annual report as principal of the Dover high school.

#### ATTENDANCE.

	1906-7	1907-8	1908-9	1909-10
First term enrollment, total	239	288	277	308
First term per cent. of attendance	96.7	96.3	96.8	97.07
First term tardiness	51	81	107	104
First term per cent. left school	4.2	3.5	2.9	4
Enrollment end of term	229	278	269	296

This table shows a gain of 29 per cent. in three years, and an enrollment about as large as Dartmouth college had two decades ago.

#### ENROLLMENT BY CLASSES.

*Term 1, 1909-10.*

Candidates for diplomas:

	1st yr.	2nd yr.	3rd yr.	4th yr.	Totals.
Boys . . . . .	44	41	43	23	151
Girls . . . . .	53	34	36	28	152
	97	75	79	51	303

Post-graduates:

Boys . . . . .	0	0	0	2	
Girls . . . . .	0	0	0	3	5
					308

Last year we had one more boy enrolled than we had girls, and this year the two sexes remain almost equal in

numbers. This is very unusual for a high school. We have now 64 tuition pupils.

#### ORNAMENTATION.

During the year the plans for the decoration of our beautiful school building have been advanced by the addition of some pictures and casts, by the setting of the 1908 memorial window and by the gift of a magnificent copy of Donatello's St. George. This was given by Mr. W. H. Hobbs, 76, and Miss Alice Hobbs, 78, in memory of their father, a life long resident of this city. Through the munificence of Hon. E. W. Rollins, we are equipped with a suitable Victor machine and a considerable number of valuable records. I hope that citizens interested in musical education will add to the records, others of worth.

#### CERTAIN COLLEGES FOR WOMEN.

Three of the New England colleges for women—Mt. Holyoke, Smith and Wellesley—are maintaining an eccentric position in regard to entrance requirements. They refuse to credit the advanced course in American history required by law in all New Hampshire high schools, and demand in its place a single year in a third foreign language. This means in effect that each girl preparing for one of these colleges must take five studies during her senior or junior year. Few girls should attempt this as the taking of an extra study means either that the work in all subjects is poorly done, or the time that should be given to recreation, physical exercise and sleep is sacrificed to meet an unnecessary demand. It works ill to the school, too. To illustrate, this year seven junior girls are taking an extra study to meet these college impositions, a condition which of necessity has lowered the standard of work in the junior class.

The school cannot advise parents to permit their daughters to take five studies a year. It advises rather, either five years for preparation, or the choice of another college. It need be noted the difficulty is not that the requirement for entrance to these colleges is more difficult, or that the standard of work is higher than at other colleges, but merely that

they are unwilling to meet New Hampshire conditions. The course in history is accepted by the men's colleges, by such co-educational colleges as Bates, Boston University, Brown, Colby and New Hampshire, and by Vassar, in fact by practically every college except the three named.

#### THE COURSE IN UNITED STATES HISTORY.

The New Hampshire Legislature of 1905 passed a law which made United States history a required study of all high school pupils. This course has been so misunderstood that I wish to explain its purpose here. Parents say that since their children had United States history in the eighth grade, they see no need of taking it again in the high school. The two courses in history are entirely distinct. That of the eighth grade centers around the great men and great events of the nation's life. It is military, dramatic, and biographical. The high school course is the central study of the senior year, and has for its purpose and aim, the development of citizenship. It has little to do with the wars and military leaders of the nation but studies the commercial, economic and social development of the United States. It studies carefully New Hampshire's part in this development, and the history of Dover. Together with this we study the formation and interpretation of the national constitution, the constitution of New Hampshire, and the government of Dover. We study the duties of state, county, and city officials, and the duties of a citizen in his relationship with the nation, the State, and the city. In short, we aim to make citizens, and are sure that we have a course of greater value than a single year in a third foreign language. Our course has received high approval from the State Department of Public Instruction.

#### THE COURSE IN ENGLISH.

Our course in English has been largely modified this year to fit it more closely to the securing of practical results. The amount of literature to be read has been increased and some of the more difficult books replaced by others of greater interest. The composition work of the first and second years

has been increased in amount, but simplified in quality. A course in the history of American literature has been added and a course in argumentation and debate for the senior year. We are attempting to enlarge vocabularies by teaching a long list of Latin roots, prefixes and suffixes and by constant drill in the derivation of words.

#### THE CHIEF NEED.

The chief need of the high school at present is an enlarged teaching force. We need the whole building and two additional teachers. The table below shows the comparative condition in the city high schools of New Hampshire:

	No. enrolled.	No. teachers.	No. pupils per teacher.
Berlin . . . .	239	8	30
Claremont . . .	156	8	22
Concord . . . .	491	17	29
Dover . . . . .	308	10	31
Franklin . . . .	150	5	30
Keene . . . . .	200	9	22
Laconia . . . .	155	7	22
Manchester . . .	630	19	33
Nashua . . . . .	347	16	22
Portsmouth . . .	320	12	27
Rochester . . . .	210	7	30
Somersworth . . .	100	4	25

The high school has been growing so rapidly that it has been outstripping the additions to the teaching force that have been made as is shown below:

	Old High School (Last 20 yrs.)	New High School (First year.)	New High School (Present year.)
No. of pupils . . .	175	240	308
No. of teachers . .	6	9	10
No. of pupils per teacher . . . . .	29	27	31
No. of daily recita- tions . . . . .	525	960	1,232
No. of recitations per teacher . . . .	88	107	123

As will be seen the average number of pupils per teacher has increased from 29 to 31, but this is not so important as the total number of pupils whom the teacher must meet daily in her recitations. In the old high school three studies were required of the pupils and so the average number of recitations for each teacher was 88. Now with four studies required each teacher averages 123, and three of the teachers have over 150, one of them having 175. No argument is needed to convince that no teacher can do effective work with 150 pupils each day. If this could be reduced to 100, it would mean much in the efficiency of the school.

In the old high school each teacher had five recitations a day; beginning with this year each has six. This condition, together with the size of her classes overburdens each teacher, and handicaps the work of each pupil. In a one session school, where no pupil can stay for help at the close of school and where many find it impossible to come back in the afternoon, the teachers need small classes or else a free daily period to help the backward. Neither of these things can be done without an enlarged teaching force. We have lengthened the school day, shortened the recess, required each teacher to teach the full day, and given up all classes required but by few pupils. For these reasons I am certain that the growth of the school calls for two additional teachers.

This would not be so large an additional expense as appears at first sight, for one of these additional teachers could take as regular work the drawing for which we have now a special teacher at an expense of \$150. This contemplated moving of the two grades now in the high school building would also mean a considerable saving in the cost of heat, lighting and ventilating the high school, and this because the building must be heated and ventilated throughout the afternoon for the two rooms that are in session. I estimate this saving at \$250.

Respectfully submitted,

E. W. BUTTERFIELD

Principal of the High School.

Dover, N. H., December 17, 1909.



# **REPORT**

## **OF THE**

### **TEACHER OF MUSIC.**

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**TO THE SUPERINTENDENT OF SCHOOLS:**

Sir: It is with pleasure that I herein submit to you my annual report.

On the whole there has been a successful year's work done. The teachers have been conscientious and the pupils have shown commendable interest, and if we are not better satisfied with the results than in past years it is because our standards have kept pace with our progress. It is recognized by all of us that the capacity for the enjoyment of good music depends largely on the individual power of the pupils to read and interpret the themes, and an intelligent grasp of the theory of its notation.

We have a course of study calling for the accomplishment of a definite amount of work in each grade, to the achievement of which we are concentrating our efforts. And this course of study comprehends all that is expected in the most advanced centers of education, where the normal conditions are that every grade teacher is thoroughly competent for the performance of his or her part of the program. It is obvious that, if a class is compelled by force of circumstances to pass a year with a teacher who is incompetent in any given subject, it must be put hopelessly behind its grade in that subject for the balance of its course. Hence the importance of selecting grade teachers, when new ones are to be chosen, who are both able and willing to co-operate with the special teacher.

A strong effort is being made on the part of the supervisors throughout the state to secure a higher standard of

results in the music department of the public schools, and this report is intended to place these facts before the committee and to put in a plea for local conditions favorable to our standing shoulder to shoulder with the best in the state. Commendable work is being done at the Normal school at Plymouth in the preparation of young teachers in the subject of music, and the standards have been greatly improved throughout the country in the last few years: and it goes without saying that every one connected with our local schools takes a just pride in their high standards in all the departments of the school system.

In the high school we have for the first time four classes in theory numbering in all fourteen pupils; interest in the subject on the part of the students was never so good as at the present time. Last winter the high school chorus gave a concert in which the program consisted of the Cantata "The Rose Maiden" by Cowen, in which they were assisted by outside talent as soloists. They were thus associated with people of musical culture in the rendition of a work of high order, and the results, from the standpoint of its effect upon the spirit of the school, came nearer to our ideals than we had ever before attained.

An expensive Victor talking machine, the gift of Hon. E. W. Rollins, along with a good selection of records, has been added to the musical equipment of the high school. These records include performances of some of the most renowned vocal and instrumental artists, and selections from the great masterpieces in musical composition, as well as some of the best examples of popular music.

Once more, acknowledging my obligations to the superintendent, the school committee, my fellow teachers, and all others who have contributed in any way to whatever of success has come to my work in the past year, I have the honor to submit this, my tenth annual report.

A. E. FRENCH.

Dover, N. H., December 31, 1909.

## TRUANT OFFICER'S REPORT.

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### TO THE SCHOOL COMMITTEE:

I respectfully submit the following report for the year 1909:

Number of complaints from teachers . . . .	343
Number of complaints from the superintendent . . . .	1
Number of complaints from the Sacred Heart parochial school . . . . .	4
Number of complaints from St. Joseph paro- chial school . . . . .	54
Number of complaints from French parochial school . . . . .	28
Whole number of complaints received . . . .	439
Number of cases of absence investigated . . . .	387
Number of cases of tardiness investigated . . . .	32
Number of children found absent without good reason . . . . .	98
Number found to be truant . . . . .	55
Number of children not enrolled placed in school . . . . .	4
Number of visits to schools . . . . .	439
Number of visits to families . . . . .	449
Number of visits to manufacturing establish- ments . . . . .	35
Number of arrests . . . . .	3
Number of children prosecuted . . . . .	2

V. H. CAVERLY,

Truant Officer.

Dover, N. H., December 30, 1909.

**TO THE SCHOOL COMMITTEE:**

I have the honor to submit herewith my report relative to the enumeration of children assigned to me by vote of your board.

The results of the enumeration are as follows:

Number of children between the ages of five and sixteen years.

Boys . . . . .	1,167
Girls . . . . .	1,198

Total . . . . .	2,365
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Number between ten and sixteen years who cannot read and write in the English language . . . . .	60
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Number of those born in New Hampshire . . . . .	29
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Number born elsewhere in the United States, . . . . .	8
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Number born in foreign countries . . . . .	23
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Total . . . . .	60
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Number between the ages of five and eight who do not regularly attend school . . . . . (about)	100
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Number between the ages of eight and fourteen who do not regularly attend school . . . . .	4
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Number between the ages of fourteen and sixteen who do not regularly attend school . . . . .	141
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Respectfully submitted,

V. H. CAVERLY,

Truant Officer.

Dover, N. H., October 14, 1909.

## **APPENDIX.**

### **STATISTICS.**

#### **TEACHERS.**

Number of teachers during the year 1908-9:

High school . . . . .	11
Grades 5-8 . . . . .	13
Grades 1-4 . . . . .	18
Ungraded schools . . . . .	4
Music teacher . . . . .	1
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Total . . . . .	47
Number of male teachers. . . . .	5
Number of female teachers . . . . .	42
Number of teachers who have graduated from a normal school . . . . .	14
Number of teachers who have graduated from a training school . . . . .	14
Number of teachers who have graduated from college . . . . .	8

# SCHOOL DIRECTORY.

DOVER, N. H.

October 2, 1909.

Name.	School.	Grade.	Residence.
Austin H. Keyes . . . . .	Supt. of Schools . . .		595 Central Ave.
E. W. Butterfield . . . . .	High . . . . .		292 Locust St.
Melvin M. Smith . . . . .	" . . . . .		174 Central Ave.
Lou J. Peacock . . . . .	" . . . . .		158 Central Ave.
Lillian L. Latham . . . . .	" . . . . .		21 Church St.
Caroline E. Hammond . . . . .	" . . . . .		13 Broadway.
Marjorie W. Shaw . . . . .	" . . . . .		7 West Concord St.
Maude Winslip . . . . .	" . . . . .		117 Silver St.
Frances R. Foster . . . . .	" . . . . .		15 Richmond St.
Bertha F. Foster . . . . .	" . . . . .		4 Hough St.
Mabel L. Hayes . . . . .	" . . . . .		80 Silver St.
Haldimand W. Neal . . . . .	" . . . . .		31 Nelson St.
W. D. Davis . . . . .	Sawyer . . . . .	8	Broadway.
Carrie S. Hanson . . . . .	" . . . . .	7	14 Silver St.
Helen M. Clark . . . . .	" . . . . .	6	94 Portland St.
Mabel A. Mathes . . . . .	" . . . . .	5	34 Mt. Vernon St.
Jennie F. Philbrick . . . . .	" . . . . .	4	50 Mt. Vernon St.
Grace B. Henderson . . . . .	" . . . . .	3	831 Central Ave.
Carrie B. Drew . . . . .	" . . . . .	2	48 Silver St.
Hattie J. Bickford . . . . .	" . . . . .	1	28 Oak St.
Ida B. Hanson . . . . .	Belknap . . . . .	7	14 Silver St.
Mary E. Twombly . . . . .	" . . . . .	6	120 Central Ave.
Gertrude F. Lyons . . . . .	" . . . . .	6 & 5	17 Rutland St.
Alice H. Davis . . . . .	" . . . . .	5	162 Central Ave.
Florence A. Morrison . . . . .	City Hall . . . . .	8	169 Mt. Vernon St.
Grace E. Lawrence . . . . .	High . . . . .	8	17 West Concord St.
Edith Whittemore . . . . .	" . . . . .	7	7 West Concord St.
Florence V. Brewer . . . . .	Sherman . . . . .	6	Salmon Falls
Julia A. Grant . . . . .	" . . . . .	5	66 Portland St.
Alice E. Murphy . . . . .	" . . . . .	1	18 Orchard St.
Bertha Arnstein . . . . .	Peirce . . . . .	4	Watson St.
Hittle F. Ham . . . . .	" . . . . .	3	Tolend.
Mary E. Scruton . . . . .	" . . . . .	2	64 Hill St.
Jennie S. Smith . . . . .	" . . . . .	1	5 Milk St.
Nellie F. Grant . . . . .	Varney . . . . .	4	66 Portland St.
Angie G. Osborne . . . . .	" . . . . .	3	15 First St.
Grace E. Winkley . . . . .	" . . . . .	2	7 West Concord St.
Mary W. Whiteley . . . . .	" . . . . .	1	Mt. Pleasant.
Helen C. Varney . . . . .	Hale . . . . .	4	25 Richmond St.
Grace E. Marden . . . . .	" . . . . .	3	13 Hamilton St.
Edith A. Gowen . . . . .	" . . . . .	2	220 Washington St.
Mary McDonough . . . . .	" . . . . .	1	24 Mill St.
Emily S. Folsom . . . . .	Welch . . . . .	1	290 Locust St.
Marie L. Haino . . . . .	Garrison Hill . . . . .		So Berwick, Me.
Mildred Smith . . . . .	Upper Neck . . . . .		366 Central Ave.
Gertrude O. Hobbs . . . . .	Lower Neck . . . . .		Berwick, Me.
F. Allan Chapman . . . . .	Back River . . . . .		R. F. D. No. 6
Arthur E. French . . . . .	Music . . . . .		18 Fisher St.

## SALARIES.

## GRADED SALARIES.

First year . . . . .	\$ 250 00
Second year . . . . .	270 00
Third year . . . . .	310 00
Fourth year . . . . .	350 00
Fifth year . . . . .	400 00
Sixth year . . . . .	460 00
Seventh year . . . . .	500 00
Principal of Sawyer school . . . . .	1,000 00
Principal of Belknap school . . . . .	600 00

## HIGH SCHOOL. .

Principal . . . . .	\$1,800 00
Sub-master . . . . .	1,100 00
One assistant . . . . .	900 00
Three assistants . . . . .	750 00
One assistant . . . . .	650 00
Two assistants . . . . .	600 00
One assistant . . . . .	550 00
One assistant . . . . .	150 00

## SPECIAL TEACHERS.

Music (three days per week) . . . . .	\$600 00
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## COST.

Population of city by census of 1900 . . . . .	13,207
Estimated population, 1909 . . . . .	15,000
Assessed valuation, April, 1909 . . . . .	\$8,934,612
Rate of taxation for all school expenses, 4.5 mills on \$1.00.	
Total expenditure of the school committee for day schools, exclusive of text-books and supplies . . . . .	\$37,875 29
Cost per pupil based on total enrollment . . . . .	24 95
Cost per pupil based on average enrollment . . . . .	27 85

Cost per pupil of total enrollment for text-books and supplies . . . . .	\$1 28
Cost per pupil of average enrollment for text- books and supplies . . . . .	1 39

Table showing expense of text-books, reference books,  
and pupils' supplies:

	Appropriation.	Available.	Expended.	Per Capita on Total Enrollment.	Per Capita on Average Enrollment.
1888 . . . .	\$1,750	\$1,750 00	\$1,726 94	\$1 17	\$1 54
1889 . . . .	2,000	2,023 06	2,021 96	1 34	1 53
1890 . . . .	2,500	2,501 10	1,963 54	1 28	1 50
1891 . . . .	1,500	2,037 56	1,614 72	1 11	1 24
1892 . . . .	1,200	1,622 84	1,636 63	1 15	1 37
1893 . . . .	1,200	1,186 21	1,487 58	1 08	1 22
1894 . . . .	1,200	898 63	1,524 62	1 05	1 21
1895 . . . .	2,200	1,600 42	1,600 18	1 01	1 15
1896 . . . .	1,600	1,600 24	1,536 18	1 04	1 18
1897 . . . .	1,600	1,659 94	1,648 98	1 06	1 17
1898 . . . .	1,600	1,648 06	1,647 48	99	1 12
1899 . . . .	1,600	1,624 05	1,607 68	95	1 09
1900 . . . .	1,600	1,637 60	1,617 43	95	1 11
1901 . . . .	1,600	1,651 41	1,634 41	96	1 10
1902 . . . .	1,600	1,652 22	1,650 76	1 02	1 14
1903 . . . .	2,000	2,001 46	1,844 98	1 16	1 30
1904 . . . .	1,750	1,906 48	1,906 47	1 21	1 36
1905 . . . .	2,325	2,325 01	2,324 60	1 39	1 67
1906 . . . .	1,900	1,927 01	1,911 44	1 21	1 35
1907 . . . .	1,900	1,978 01	1,968 54	1 21	1 36
1908 . . . .	1,900	1,944 87	2,026 06	1 32	1 45
1909 . . . .	1,900	1,858 04	1,893 01	1 28	1 39



## ATTENDANCE.

Number of pupils enrolled during the year ending June, 1909, excluding duplicate enrollments:

Schools.	Total.	Boys.	Girls.
High school . . . . .	281	141	140
Grades 5-8 . . . . .	490	225	265
Grades 1-4 . . . . .	639	351	288
Suburban schools . . . . .	68	37	31
<hr/>			
Total . . . . .	1,478	754	724
Evening school . . . . .	201	172	29
<hr/>			
Total . . . . .	1,679	926	753
Parochial schools:			
St. Joseph . . . . .	238	213	25
Sacred Heart . . . . .	458	120	338
St. Charles . . . . .	289	129	160
<hr/>			
Total, parochial . . . . .	985	462	523
Total, public . . . . .	1,679	926	753
<hr/>			
Total . . . . .	2,664	1,388	1,276

Number of pupils enrolled by grades during the year ending June, 1909, excluding duplicate enrollments:

School.	Total.	Boys.	Girls.
Grade 8 . . . . .	96	47	49
Grade 7 . . . . .	136	62	74
Grade 6 . . . . .	120	50	70
Grade 5 . . . . .	155	76	79
Grade 4 . . . . .	154	77	77
Grade 3 . . . . .	159	87	72
Grade 2 . . . . .	152	78	74
Grade 1 . . . . .	225	136	89
<hr/>			
Total . . . . .	1,197	613	584

Number entered first grade during the year, excluding those in first grade last year, 160.

Number of pupils under 5 years of age . . .	0
Number of pupils over 16 years of age . . .	134
Number of pupils between 5 and 16 years of age	1,344

Total . . . . .	1,478
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Average membership:

High school . . . . .	267
Grades 5-8 . . . . .	454
Grades 1-4 . . . . .	579
Suburban schools . . . . .	60

Total . . . . .	1,360
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Parochial schools:

St. Joseph . . . . .	217
Sacred Heart . . . . .	418
St. Charles . . . . .	256

Total, parochial . . . . .	891
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Total, all the schools . . . . .	2,251
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Average membership per cent. in each division in the public schools:

High school . . . . .	19.6
Grades 5-8 . . . . .	33.4
Grades 1-4 . . . . .	42.6
Suburban schools . . . . .	4.4

Total . . . . .	100.0
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Per cent. that average membership is of total enrollment . . . . .

92

Average daily attendance:

High school . . . . .	256
Grades 5-8 . . . . .	432

Grades 1-4 . . . . .	541	
Suburban schools . . . . .	55	
	<hr/>	
Total . . . . .		1,284
Parochial schools:		
St. Joseph . . . . .	204	
Sacred Heart . . . . .	389	
St. Charles . . . . .	239	
	<hr/>	
Total, parochial schools . . . . .		832
		<hr/>
Total for all the schools . . . . .		2,116
Average daily absence:		
High school . . . . .		11
Grades 5-8 . . . . .		22
Grades 1-4 . . . . .		38
Suburban schools . . . . .		6
		<hr/>
Total . . . . .		77
Per cent. that average attendance is of total enrollment:		
High school . . . . .		91.1
Grades 5-8 . . . . .		88.2
Grades 1-4 . . . . .		84.5
Suburban schools . . . . .		80.9
		<hr/>
Average for all schools . . . . .		86.9
Per cent. that average attendance is of average membership for the year:		
High school . . . . .		95.9
Grades 5-8 . . . . .		95.2
Grades 1-4 . . . . .		93.4
Suburban schools . . . . .		91.7
		<hr/>
Average per cent. for city . . . . .		94.4
Number of tardinesses during the year:		
High school . . . . .		247
Grades 5-8 . . . . .		202

Grades 1-4 . . . . .	439
Suburban schools . . . . .	86
	<hr/>
Total . . . . .	974
Number of pupils neither absent nor tardy:	
High school . . . . .	67
Grades 5-8 . . . . .	58
Grades 1-4 . . . . .	59
Suburban schools . . . . .	5
	<hr/>
Total . . . . .	189

## ROLL OF HONOR.

### HIGH SCHOOL.

Winnie Abbott, Minna Boomer, Bertha Boyle, Lola Bryson, Blanch Busfield, Lucia Cartland, Mary Cartland, John Carver, Olive Cate, Fred Cater, Margaret Clifford, Ralph Cole, Harold Conlen, Frank Critchett, Edna Davis, Velma Davis, Vera DeMeritte, \*Bernice Doherty, Daniel Doherty, Marion Dudley, Mary Durnin, Harry Farnham, Isabel Fernald, Nettie Finley, Raymond Foss, Florence Fox, Marion Garvin, John Garside, Christine Goodwin, Helen Hayes, George Hill, Gertrude Hitchins, Zilla Hodgdon, Blanche Hussey, Marion Jenness, Perley Jenness, Marion Kennedy, Harold Kidder, Annie Kimball, Alden Lane, Bertha McDaniel, Francis McDonald, Fred McGowen, Roy Meserve, Nellie Mitchell, William Murphy, Wilder Neal, Harold Niles, Hazel Nutter, Gladys Paul, Mary Pollard, Allen Richmond, Beatrice Richmond, Pearl Richmond, Fred Ryan, Herbert Scruton, Kenneth Sherman, Daniel Smith, Allen Southwick, Catharine Stroth, Marion Swaine, Edith Tallis, Marion Wallace, Harold Whidden, George Worcester, Helen Varney, Grace York.

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\*Should have been on the Roll of Honor last year.

## SAWYER SCHOOL.

Grade VIII.—Alice L. Bennett, Orrin E. Fernald, Raymond J. Goodwin, Clarence H. Lane, John W. Main, Hattie E. Varney.

Grade VII.—Annie V. Brennan, Dagmar Isaacson, Leon A. King, Nahala D. Leighton, Earl F. Stevens.

Grade VI.—Joseph L. Brennan, W. Scott Leighton.

Grade V.—Harold D. Cassell, Maurice E. Currier, Pauline W. Hayes, Marion G. Sanders.

Grade IV.—John Brennan, Romeo L. Iovine, Doris A. Lane.

Grade III.—Paul Cassell, True Cornell, Edna Wiggin.

Grade II.—Everett Stevens, Stanley Tasker.

Grade I.—Doris B. McMahon, Harry A. Warren.

## PEIRCE SCHOOL.

Grade IV.—Raymond Boyle, Curtis Stuart, Wilder Weeks, Martha Welch, James Young.

Grade III.—Doris E. Chesley, Marie A. Cullen. Marguerite E. Flowers, Doris I. Gallagher, John E. Olson, Nellie Russell, Otto C. Stroth, Harold R. Young.

Grade II.—Wilfred Gingras, Helen C. Sherry, Mildred V. Sherry.

Grade I.—Robert Pray, Oliver Shorey, Ruth Young.

## SHERMAN SCHOOL.

Grade VI.—Marion A. Chesley. Harold A. Olson, Hilda J. Olson.

Grade V.—Alice E. Gingras, Helen M. Hale, Bernard Hornig, Myrtle L. Kennedy.

## CITY HALL SCHOOL.

Grade VIII.—Charles E. E. Brown, George M. P. Browne, Earl G. Caswell, Charles F. Friars.

## HIGH SCHOOL.

Grade VIII.—Florence Blaisdell, Dorothy Dean, Natalie Ewer, Lena Kempton, Helen Reynolds, Marguerite Willett, Ethel M. Watson.

Grade VII.—Harold Chesley, Elizabeth Ordway, Roland Pray, George Taylor.

#### VARNEY SCHOOL.

Grade IV.—U. Sherman Avery, Elsie L. Card, Mary M. Courtney, Eleanor F. Dearborn.

Grade III.—Helen S. Barber, Crystal Goodwin, Katherine Lester.

Grade II.—Nason Avery, Ernest W. Hagar, Ella A. Hill.

#### BELKNAP SCHOOL.

Grade VII.—Madeline R. Avery, Gladys H. Colbath, William E. Colbath, Helen M. Grant, Louise Richmond, Walter Willand, Hazel S. Winn.

Grade VI.—John W. Browne, Donald Ewer, John F. McNally, Dorothy T. Morgan, Edith M. Tibbetts, Mary C. Whitehead.

Grade V (a).—Matthew P. J. Cavanaugh, George C. Jamieson, Lawrence J. Popple, Jessie M. Tinker.

Grade V (b).—Janet Bradbury, Lillian Brown, George Calcutt, William Farley, Fred Firth, Herbert Greenaway, Daniel Hughes, Bethleen Hooper, Evelyn Hitchins, Wilfred King, Doris Stevens, Alice Sutherland, Eunice Tibbitts, Fred Wright.

#### HALE SCHOOL.

Grade IV.—Leroy B. Stacy, Ella E. Brown, Agnes V. Bradbury, Marion H. Blaisdell.

Grade III.—Julia Blackburn, Dorothy S. Burroughs.

Grade II.—Lois M. Blanchard, Alfred W. Calcutt, Ruth A. Cole, Perley F. Stevens.

Grade I.—Ernest L. Collins, Violet M. Duprey, Phyllis Tuttle, Kenneth E. Westran.

#### WELCH SCHOOL.

Grade I.—George A. Arlin, Ethel G. Biederman, Ernest M. Browne, Raymond W. Mountford, Frank A. Stacy, Eva White.

## BACK RIVER SCHOOL.

Ernest C. Chase, Walter H. Forrest, Howard E. Forrest  
 Effie M. Forrest, Harold B. Forrest.

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NUMBER OF TARDINESSES DURING THE LAST TWENTY-SEVEN  
 YEARS.

1882-83	. . . . .	3,188
1883-84	.. . . .	2,193
1884-85	. . . . .	2,571
1885-86	. . . . .	1,452
1886-87	. . . . .	972
1887-88	. . . . .	782
1888-89	. . . . .	867
1889-90	. . . . .	670
1890-91	. . . . .	754
1891-92	. . . . .	671
1892-93	. . . . .	769
1893-94	. . . . .	696
1894-95	. . . . .	816
1895-96	. . . . .	606
1896-97	. . . . .	630
1897-98	. . . . .	746
1898-99	. . . . .	699
1899-1900	. . . . .	664
1900-1901	. . . . .	716
1901-1902	. . . . .	662
1902-1903	. . . . .	793
1903-1904	. . . . .	557
1904-1905	. . . . .	724
1905-1906	. . . . .	952
1906-1907	. . . . .	873
1907-1908	. . . . .	1,032
1908-1909	. . . . .	974

**VISITS.****By the superintendent:**

High school . . . . .	103
Grades 5-8 . . . . .	178
Grades 1-4 . . . . .	203
Suburban schools . . . . .	49

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Total . . . . .	533
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**By members of the committee:**

High school . . . . .	24
Grades 5-8 . . . . .	21
Grades 1-4 . . . . .	15
Suburban schools . . . . .	3

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Total . . . . .	63
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**By parents, citizens, and others:**

High school . . . . .	90
Grades 5-8 . . . . .	340
Grades 1-4 . . . . .	605
Suburban schools . . . . .	76

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Total . . . . .	1,111
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**GENERAL.**

Number of schoolhouses . . . . .	13
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Number occupied at close of year	12
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**Number of weeks in school year:**

High school . . . . .	36
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Grades 5-8 . . . . .	35
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Grades 1-4 . . . . .	35
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Suburban schools . . . . .	35-37
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Number of schools, the average membership of which for the year has not been more than twelve pupils, nor less than seven	2
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TABLE SHOWING ATTENDANCE IN DETAIL FOR THE YEAR ENDING JUNE 30, 1909.

School.	Class.	Teacher.	Total Enrollment.	Average Membership.	Average Attendance.	Average Absence.	Average Age, Sept. 1908.	Average Attendance per cent.	No. of Pardonesses.	Number of Pupils not Absent nor Tardy.
High.....	Master.....	Ernest W. Butterfield.....	281	267	256	11	1st, 14-5 2d, 15-1 3d, 16-7 4th, 17-4	95.93	247	67
"	Sub-Master.....	Melvin M. Smith.....								
"	Assistant.....	Lou J. Peacock.....								
"	"	Grace W. Bessner.....								
"	"	Caroline E. Hammond.....								
"	"	Marjorie W. Shaw.....								
"	"	Bessie M. Brackett.....								
"	"	Frances R. Foster.....								
"	"	Bertha F. Foster.....								
"	"	Man J. Ashworth.....								
"	"	Chester S. Wendell.....								
Sawyer.....	Grade 8.....	William D. Davis.....	39	37	36	1	13-11½	96.41	10	
"	"	Carrie S. Hanson.....	43	41	40	2	13-2	96.61	4	
"	"	Helen M. Clark.....	35	32	30	3	11-9	93.53	7	
"	"	Mabel A. Mathias.....	38	37	35	1	11-1	94.05	10	
"	"	Jennie F. Philbrick.....	34	33	31	2	10-3	95.27	3	
"	"	Grace B. Henderson.....	36	32	30	3	9-5	94.28	17	
"	"	Carrie B. Dwyer.....	31	28	26	3	7-10	90.88	15	
"	"	Hattie J. Rickford.....	30	27	23	4	6-10	90.53	30	
"	"	Bertha Arnstein.....	40	34	33	1	10-3	96.79	11	
"	"	Hittie F. Ham.....	34	31	30	1	9-7	97.88	21	
Petree.....	"	Mary E. Sanchez.....	27	23	22	1	8-8	95.61	22	
"	"	Jennie S. Smith.....	41	35	33	1	6-9	91.03	17	
"	"	Frances V. Brewer.....	37	35	33	2	12-5	92.75	13	
Sherman.....	"	Julia A. Grant.....	39	35	33	3	11-3	93.64	35	

Sherman	Grade	1	Alice E. Murphy	31	28	25	3	7-4	90.73	30	0
City Hall	"	8	Florence A. Morrison	26	25	24	1	14-5	96.36	34	4
High	"	8	Grace E. Lawrence	31	30	29	1	13-5	96.59	15	7
Varney	"	7	Edith Whittmore	42	40	37	3	13-2	93.09	20	4
"	"	4	Nellie F. Grant	34	33	31	2	10-11	93.87	6	4
"	"	3	Angie G. Osborne	42	37	35	2	9-0	95.25	19	3
"	"	2	Grace E. Winkley	35	32	30	2	8-5	94.69	52	3
Beknap	"	1	Mary W. Whiteley	31	28	23	5	6-10	84.41	14	3
"	"	7	Ida B. Hanson	43	39	38	1	12-11	96.22	7	0
"	"	6	Mary E. Twombly	44	40	38	2	11-11	95.45	5	7
"	"	5a	Alice H. Davis	36	32	31	1	11-3	96.50	10	6
"	"	5b	Gertrude F. Lyons	36	32	31	1	12-1	95.05	23	2
Hale	"	4	Helen C. Varney	35	32	31	1	10-5	94.75	87	4
"	"	3	Grace E. Marden	37	36	34	2	9-3	93.31	38	2
"	"	2	Edith A. Gowen	37	32	31	1	8-1	94.91	15	4
"	"	1	Mary McDonough	35	33	31	2	6-5	93.33	20	4
Walsh	"	1	Emily S. Folsom	30	26	24	2	6-7	90.23	14	6
Garrison Hill	"	1-3	Marie L. Rains	25	21	19	2	8-6	91.77	6	0
"	"	1-7	F. Allan Chapman	19	18	17	1	9-7	93.38	26	5
Back River	"	3, 4, 5, 7	Florence Pendexter	12	11	10	1	11-8	92.30	15	0
Upper Neck	"	1, 4, 6, 7	Mildred Smith	12	11	10	1	10-2	87.80	39	0
Lower Neck	"		Gertrude O. Hobbs								

COMPARISON OF ATTENDANCE FOR THE YEARS 1908-1909.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance per cent.		Number of Tardinesses.		Not Absent nor tardy.	
	1908	1909	1908	1909	1908	1909	1908	1909	1908	1909	1908	1909	1908	1909
High . . . . .	289	281	272	267	259	256	18	11	98.1	98.9	238	247	45	67
Grades 5-8 . . . . .	502	480	459	454	438	432	21	22	98.5	98.0	172	202	74	58
Grades 1-4 . . . . .	697	639	593	579	553	541	40	38	98.2	98.3	495	439	42	59
Suburban . . . . .	79	68	71	60	64	55	7	5	90.3	91.1	126	86	5	5
Total . . . . .	1,567	1,478	1,395	1,360	1,314	1,284	81	76	994.1	994.4	1,032	974	166	189
Evening . . . . .	261	201												
Total . . . . .	1,828	1,679												

\*Average per cent. for city.

## MEMBERSHIP AND ATTENDANCE.

The average membership, as recorded in the school registers, is here given for twenty-eight years, for purposes of comparison:

1881-82	1,525
1882-83	1,568
1883-84	1,149
1884-85	1,176
1885-86	1,211
1886-87	1,258
1887-88	1,268
1888-89	1,313
1889-90	1,301
1890-91	1,301
1891-92	1,192
1892-93	1,215
1893-94	1,252
1894-95	1,385
1895-96	1,306
1896-97	1,412
1897-98	1,468
1898-99	1,482
1899-00	1,459
1900-01	1,487
1901-02	1,442
1902-03	1,409
1903-04	1,400
1904-05	1,394
1905-06	1,418
1906-07	1,447
1907-08	1,395
1908-09	1,360

Average attendance in the public schools, as given in printed reports, for the thirty-nine years since the formation of the city school district:

1870-71	1,270
1871-72	1,257



## NO SCHOOL SIGNAL.

The following resolutions were adopted March 11, 1902:

*Resolved*—That the no school signal, viz.: 2-2, 2-2, 2-2, struck at 7.40 A. M., shall be considered as a notification that no forenoon session will be held in any of the graded schools; when struck at 7.55, the signal shall apply to the grammar and primary schools only. The signal for the afternoon session shall be struck at 11.15 A. M., or 1.05 P. M.

*Resolved*—That the superintendent be hereby directed to instruct the teachers and pupils properly and thoroughly in regard to the foregoing resolution.

The signal was rung during the year 1909, March 4, A. M.

## GRADUATING EXERCISES.

The graduating exercises of the High school were held in the opera house, at two thirty o'clock, Friday, June 25, 1909. The program was as follows.

- 1 MARCH, "Festmarsch" *Nessler*
2. PRAYER,  
Rev. A. E. Kenyon.
3. CHORUS, "The Lost Chord," *Sullivan*  
High School Chorus.
4. VIOLIN SOLO, 5th Air Varie, *Beriot*  
Forrest Lincoln Abbott.
5. ADDRESS TO THE GRADUATES,  
Professor Craven Laycock, Dartmouth College.
6. CHORUS, "Rocked in the Cradle of the Deep," *Knight*  
High School Chorus.
7. VIOLIN SOLO, "Andante et Allegro Characteristique," *Allen*  
Dorothy Locke Williams.
8. PRESENTATION OF DIPLOMAS,  
Dr. Charles A. Fairbanks, Chairman of School Committee.
9. CHORUS, "The Clang of the Forge," *Rodney*  
High School Chorus.

*Accompanists*—Elizabeth Thompson Pike, Marjorie Diana Frary, Esther Gladys McKone.

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CLASS OF 1909.

Emily Cook Abbott,	Eileen Johnson Hodgdon,
Eva Belle Abbott,	Helen Dale Hooper,
Forrest Lincoln Abbott,	Woodbury Hough,
Edwin Leroy Aldrich,	Augustine Watson Jenness,
Bessie Walker Annis,	Donald Babcock Keyes,
Grace Adella Blackmer,	Ina Gladys Leighton,
Lillias May Brewer,	Donald Whitney Libby,
Annie Gertrude Brown,	George Stanley Lord,
LeRoy Hussey Brown,	Mary Helen McKone,
Blanche DeMerritte Bunker,	William Lawrence Murphy,
Ethel May Burnham,	Dorothy Agnes Nelson,
Blanche Gibson Busfield,	Elizabeth Thompson Pike,
Lucia Hilliard Cartland,	Valentine Pinkham,
Mildred Howell Cartland,	Harry Winfred Ransbottom,
Herbert Edwin Spaulding Clark,	Mary Elizabeth Reed,
Eliza Hale Crosby,	Dorothy Alice Ridley,
Sara Edna Davis,	Joseph Clarence Roberts,
Wesley Elton Davis,	Ethel Mae Rodden,
Bernice Doe,	Raymond Woodus Smart,
Bernice Mary Doherty,	Allen Upton Southwick,
Mary Ellen Isabel Durnin,	Perley Ray Stone,
Sadie Winnifred Elkins,	Lucy Marion Swaine,
Helen Louise Hayes,	Mabelle Grace Trickey,
Grace Jane Hill,	William Penn Tuttle,
	Dorothy Locke Williams.

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OFFICERS OF THE CLASS.

President, Perley R. Stone,  
 Vice President, Mildred H. Cartland.  
 Secretary, Donald B. Keyes.  
 Treasurer, Lucia H. Cartland.

## CLASS MOTTO.

Palmarum qui meruit ferat.

---

CLASS COLORS,  
Black and Gold.

---

Number of graduates of the high school during the last nineteen years:

	Boys.	Girls.	Total.	Per cent. Boys.
1891 . . . . .	5	17	22	23
1892 . . . . .	5	21	26	19
1893 . . . . .	8	12	20	40
1894 . . . . .	9	10	19	47
1895 . . . . .	6	19	25	24
1896 . . . . .	6	28	34	18
1897 . . . . .	3	25	28	11
1898 . . . . .	19	8	27	70
1899 . . . . .	11	20	31	35
1900 . . . . .	11	14	25	44
1901 . . . . .	8	23	31	26
1902 . . . . .	6	10	16	38
1903 . . . . .	9	21	30	30
1904 . . . . .	7	17	24	29
1905 . . . . .	11	21	32	34
1906 . . . . .	9	15	24	37
1907 . . . . .	9	19	28	32
1908 . . . . .	21	30	51	41
1909 . . . . .	18	31	49	37

■ The September registration of the high school since 1884 has been:

	Boys.	Girls.	Total.	Per cent. Boys.
1884 . . . . .	58	91	149	39
1885 . . . . .	68	83	151	45
1886 . . . . .	59	73	132	44
1887 . . . . .	46	84	130	34



							Boys.	Girls.	Total.	Per cent Boys.
1888	.	.	.	.	.	.	40	98	138	29
1889	.	.	.	.	.	.	49	92	141	35
1890	.	.	.	.	.	.	48	84	132	36
1891	.	.	.	.	.	.	49	79	128	38
1892	.	.	.	.	.	.	50	89	139	36
1893	.	.	.	.	.	.	52	104	156	33
1894	.	.	.	.	.	.	66	103	169	39
1895	.	.	.	.	.	.	67	106	173	39
1896	.	.	.	.	.	.	76	98	174	43
1897	.	.	.	.	.	.	74	93	167	44
1898	.	.	.	.	.	.	72	114	186	39
1899	.	.	.	.	.	.	69	96	165	42
1900	.	.	.	.	.	.	73	100	173	42
1901	.	.	.	.	.	.	68	95	163	41
1902	.	.	.	.	.	.	77	101	178	43
1903	.	.	.	.	.	.	72	105	177	41
1904	.	.	.	.	.	.	79	111	190	42
1905	.	.	.	.	.	.	106	134	240	44
1906	.	.	.	.	.	.	103	127	230	45
1907	.	.	.	.	.	.	133	151	284	47
1908	.	.	.	.	.	.	136	140	276	49
1909	.	.	.	.	.	.	152	151	303	50



# PROGRAM OF STUDIES, DOVER HIGH SCHOOL

	Classical Curriculum.	Scientific Curriculum.	General Curriculum.	Commercial Curriculum.
FIRST YEAR.	<p>English Latin Algebra History, Ancient Elective { Music           { Drawing</p>	<p>English Phys. Geog. and Botany Algebra Elect one { History, Anc.           { Latin Elective { Music           { Drawing</p>	<p>English History, Ancient Algebra Elect one { Latin Geog.           { Phys. and Botany Elective { Music           { Drawing</p>	<p>English Commercial Arith and Com. Geog. Algebra History, Ancient</p>
SECOND YEAR.	<p>English Latin Geometry Elect one { Physics           { French Elective { Music           { Drawing</p>	<p>English Physics Geometry Elect one { French           { Latin Elective { Music           { Drawing</p>	<p>English History, Med. and Mod. Geometry Latin Elect two { Physics           { French Elective { Music           { Drawing</p>	<p>English Bookkeeping Com. Law and Penmanship Physics History, Med. Elect one { and Mod.           { Geometry</p>
THIRD YEAR.	<p>English Latin Mathematics Rev. Elect one { French           { German Elective { Music           { Drawing</p>	<p>English Physics, Advanced Mathematics Rev. Elect one { French           { German Elective { Music           { Drawing</p>	<p>English History, English Math. Rev. Latin Elect two { German           { Phys. Adv. Elective { Music           { Drawing</p>	<p>English Bookkeeping, Adv. Stenography Typewriting Business English</p>

# FOURTH YEAR.

English	5	English	5	English	5	English	5
Latin	5	Chemistry	5	History, U. S.	5	History, U. S.	5
History, U. S.	5	History, U. S.	5	Elect one {	5	Elect two {	5
Elect one {	5	Elect one {	5	Math. Adv.	5	French	5
French	5	French	5	Math. Adv.	5	German	5
German	5	German	5	Music	5	Chemistry	5
Chemistry	1	Elective {	1	Elective {	1	Math. Adv.	5
Music	1	Drawing	1	Drawing	1	Music	5
Elective {	1					Elective {	1
Drawing						Drawing	1

## ORDER OF RECITATIONS,

Bells.	Room 3 Mr. Butterfield.	Room 11 Mr. Smith.	Room 8 Miss Peacock.	Room 1 Miss Hammond.	Room 5 Miss Shaw.	Library Miss B. Foster.
8.25	Supervisi'n.	III. A. Adv. Physics.	II. A. Geometry	III. Business Eng. m. w. th. f.	IV. B. U. S. Hist'y	II. C. English
9.12	I. A. Ancient History.	III. B. Adv. Physics.	III. A. Algebra. Geometry.	IV. Stenog'phy. m. th. f	H. Med & Mod History.	II. B. English.
9.59	Supervisi'n.	IV. Chemistry.	III. B. Algebra. Geometry.	III. Stenog'phy. T. F. IV. Business Eng. w. th.	III. German.	II. A. English.
10.45						

## RECESS.

11.00	I. B. Ancient History.	II. A. Physics.	I. A. Algebra.	III. Stenog'phy. m. w. th. Business Eng. T.	IV. A. U. S. Hist'y	III. A. English.
11.46	Supervisi'n.	II. B. Physics.	I. B. Algebra.	IV. Stenog'phy. T. W. Business Eng. F.	IV. German.	III. B. English.
12.32	IV. Adv. Algebra. Solid Geom. Trigonometry.	I. Phya. Geog. Botany.	II. B. Geometry	II. Penman- ship. T. th.	III. Eng. History.	III. C. English.
1.18						

CLASS I—Entering Class.  
 CLASS II—Second Year.  
 CLASS III—Third Year.  
 CLASS IV—Graduating Class.

# HIGH SCHOOL, DOVER, N. H.

Room 10 Miss F. Foster.	Room 6 Miss Winship.	Room 7 Miss Hayes.	Room 9 Miss Latham.	Typewriting Miss Hammond.	Room 13 Mr. Neal.	Ass'y Hall Mr. French.
I. A. Latin.	IV. A. English.	I. C. Algebra.	III. A. French.	III. B. Typewrit'g. T. IV. A. M. W. Th. F.	I. Mechanical Drawing. F.	
II. A. Latin	I. D. English.	III. Boo'keep'g.	IV. French.	IV. A. Typewrit'g. T. IV. B. W.	II. Mechanical Drawing. F.	
IV. Latin.	I. C. English.	II. Boo'keep'g. M. W. F. IV. Com. Arith. T.	I. D. Algebra.	III. B. Typewrit'g. M. W. Th. IV. B. F.	III. & IV. Free hand ing. F.	I. Music. W.

## RECESS.

II. B. Latin.	I. B. English.	II. Com. Law. M. W. F.	III. B. French.	III. B. Typewrit'g. F. IV. B. M. T. Th.	IV. Mechanical Drawing. F.	II. Music U
I. B. Latin.	I. A. English.	II. Boo'keep'g. T. Th. IV. Com. Arith. M.	II. B. French.	III. C. Typewrit'g.	III. Mechanical Drawing. F.	III. Music. W.
III. Latin.	IV. B. English.	I. Com. Geog. Com. Arith.	II. A. French.	III. A. Typewrit'g. IV. C. Typewrit'g.	I. & II. Free hand Drawing. F.	IV. Music. W.

Chorus Practice Wednesdays, fourth period.  
 Thursday Afternoon Session, 2.30-4, for "make up" work and assistance.  
 School Session, 8.20-1.30.

Following is a list of the various studies in the high school courses with the number of pupils pursuing each during the year ending June, 1909:

English literature . . . . .	281
Composition . . . . .	281
Rhetoric . . . . .	281
Vocal music . . . . .	180
Drawing . . . . .	62
Algebra . . . . .	134
Geometry . . . . .	105
Physics . . . . .	54
Chemistry . . . . .	12
Botany . . . . .	23
Physical geography . . . . .	21
Latin . . . . .	129
Greek . . . . .	5
French . . . . .	105
German . . . . .	27
English history . . . . .	17
Greek history . . . . .	76
Roman history . . . . .	71
Mediæval history . . . . .	19
United States history . . . . .	53
Commercial law . . . . .	32
Stenography . . . . .	35
Typewriting . . . . .	36
Spelling . . . . .	14
Penmanship . . . . .	19
Bookkeeping . . . . .	38
Business English . . . . .	20
Commercial arithmetic . . . . .	31
Solid geometry . . . . .	6
Trigonometry . . . . .	6
Elementary harmony . . . . .	10
Commercial geography . . . . .	20

## **PROGRAM FOR MUSIC TEACHER AND JANITORS.**

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**1909-1910.**

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**MUSIC—ARTHUR E. FRENCH.**

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### **WEEKLY.**

Monday, forenoon—Welch, 8.30-8.45; Hale 9.00-10.45; Belknap V and VI, 11.00-11.30. Afternoon—Garrison Hill, 1.15-1.45; Varney, 2.10-3.30.

Tuesday, forenoon—Sawyer, I to IV, 8.30-10.00; Peirce, 10.15-11.30. Afternoon—Sawyer V to VIII, 1.30-3.30; even weeks of the school year. City Hall school 2.30-3.00; odd weeks of the school year.

Wednesday, forenoon—Sherman 8.30-9.40 (except on the following dates:—viz, Oct. 26, 27; Dec. 1, 8; Jan. 26; Feb. 2; Mar. 9, 16; May 4, 11; June 15, when it will be 8.30-9) High school 10-1.20 (except on the above named dates, when it will be 9.12-1.20). Afternoon—Belknap V to VII, 2.10-3.30, odd weeks of school year. High school VII to VIII 2.10-3.10; even weeks of the school year.

### **NECK SCHOOLS.**

Monday, forenoon. (1) Sept. 20, (2) Jan. 10, (3) April 18.

Tuesday, forenoon. (1) Oct. 26, (2) Mar. 8, (3) May 31.

### **VISITING DAYS.**

Monday, Jan. 31, and Tuesday A. M. Feb. 1.

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### **JANITORS.**

#### **HIGH SCHOOL.**

George F. Hersey, residence 40 Grove street.

5.30 to 10.45 A. M.; 12.30 to 4.00 P. M. Six days per week.



**SOUTH SIDE.**

**George H. Patterson, residence 42 Atkinson street.**

**Varney, 8.00 to 8.30 A. M.; 2.15 to 3.00 P. M.**

**Belknap, 8.45 to 9.15 A. M.; 1.30 to 2.00 and 3.15 P. M.**

**Hale, 9.30 to 10.00 A. M.; 3.30 to 4.00 P. M.**

**Welch, 7.00 A. M.; 4.00 P. M.**

**NORTH SIDE.**

**Martin J. Galligan, residence 39 Fourth street.**

**Sawyer, 8.15 to 9.00; 10.05 to 10.30 A. M.; 1.25 to 2.15  
and 3.45 P. M.**

**Sherman, 9.05 to 9.30 A. M.; 12.45 to 1.10; 3.00 to  
3.15 P. M.**

**Peirce, 9.35 to 10.00; 11.30 A. M.; 2.40 to 3.00; 3.30  
to 3.40 P. M.**

## GRADUATES OF THE GRAMMAR SCHOOLS.

1909.

## SAWYER SCHOOL.

Beatrice M. Ashby	Paul R. Lempke
Alice L. Bennet	John W. Main
Elsie M. Cate	Harold McEwan
Charles M. Clark	Stuart McIntyre
Iva E. Davis	Sherman Moulton
Beatrice L. Fall	Fritjof A. MyMr
Orrin Fernald	Carroll M. Nash
Hollis E. Foss	Emma E. Neal
Raymond Goodwin	Gladys M. Nelson
Reidar Gulbrandsen	Marion E. Pattee
Marion E. Halliday	Susan Pinkham
Clifton R. Hayes	Melvin F. Pray
Frank Henderson	Donald Sherman
Ruth G. Henderson	Marguerite Stevens
Alice G. Hope	Hattie E. Varney
Della E. Johnson	Harold Wessenger
Gladys M. Kelley	Thomas Willoughby
Clarence H. Lane	Martha R. York

## CITY HALL SCHOOL.

Thomas R. Anderton	Chester A. Greenaway
Walter W. Bassett	Walter Hornig
Ray S. Baxter	Andrew E. King
Charles E. E. Brown	James C. Lawless
George M. P. Browne	Charles A. Purinton
Oramel W. Card x	Philip H. Reed
Earl G. Caswell	Samuel Ross
William J. Fisher	John Rousseaux
Charles F. Friars	Earl W. Stevens
Fred C. Goddard	Rudd O. Stevens
Cecil S. Goldberg	Everett L. Thompson
	Stanley H. Frary.

## HIGH SCHOOL.

Florence Blaisdell	Sarah McFadden
Marjory R. Boomer	Ola Mills
Lavender Collett	Gladys Otis
Marion Dame	Lizzie M. Ricker
Bessie C. Davis	Helen E. Reynolds
Dorothy Dean	Eleanor Richmond
Alice R. Donnelly	Blanch Robinson
Natalie D. Ewer	Olive M. Stewart
Alice Fernald	Alberta Steuerwald
Laura M. Hammond	Margaret Thompson
Lucille Hobby	Gertrude E. Tibbetts
Ethel A. Hitchins	Marguerite J. Willett
Miriam Hudson	Mary E. Winslow
Lena Kempton	Ethel M. Watson
Lucy J. Whitehouse	

NOV 18 1915

# PUBLIC SCHOOLS

DOVER, N. H.



Nineteen Hundred and Ten

10



FORTY-FIRST ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF DOVER, N. H.

FOR THE

YEAR ENDING DECEMBER 31, 1910.



DOVER, N. H.  
NEAL PRINTING CO.  
1911



Dover, N. H., January 12, 1911.

TO THE CITY COUNCILS OF THE CITY OF DOVER:

By vote of the school committee of the city of Dover, I have the honor to communicate to you the annual report of said committee to the city, adopted December 31, 1910, as prescribed by section 12, chapter 92, of the public statutes of the State of New Hampshire, of which report the reports of the superintendent of schools, the committee on finance and claims, the principal of the high school, the music teacher, the drawing teacher, and the truant officer, also herewith presented, were, by vote of the school committee made a part.

Respectfully submitted,

JAMES H. SOUTHWICK,  
Secretary.





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**ANNUAL REPORT**  
OF THE  
**SCHOOL COMMITTEE.**  
FOR THE YEAR 1910.

In accordance with the laws of the State of New Hampshire, the school committee of the city of Dover presents its report for the year 1910, it being the forty-first in the series of reports of the city district.

**THE SCHOOL COMMITTEE, 1910.**

Members.		Term Expires.
George J. Foster,	Ward 1 . . . . .	Jan. 1912
Charles E. Wendell,	" 1 . . . . .	Jan. 1911
Mrs. Edna F. Rines,	" 2 . . . . .	Jan. 1912
Mrs. Ellen T. Scales,	" 2 . . . . .	Jan. 1911
George E. Buzzell,	" 3 . . . . .	Jan. 1912
Charles A. Fairbanks,	" 3 . . . . .	Jan. 1911
Allen P. Richmond, Jr.,	" 4 . . . . .	Jan. 1912
John E. Anthes,	" 4 . . . . .	Jan. 1911
James N. Whelan,	" 5 . . . . .	Jan. 1912
Andrew Killoren,	" 5 . . . . .	Jan. 1911

**CHOSEN BY THE CITY COUNCILS.**

George D. McDuffee,	Ward 1 . . . . .	Jan. 1911
James H. Southwick,	" 2 . . . . .	Jan. 1912
Frederic E. Smith,	" 3 . . . . .	Jan. 1911
George A. Tolman,	" 4 . . . . .	Jan. 1912
James Brennan,	" 5 . . . . .	Jan. 1911

Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday of each month, at half-past seven o'clock, P. M.

## ORGANIZATION FOR 1910.

Chairman,

CHARLES A. FAIRBANKS,  
360 Central Avenue.

Secretary,

JAMES H. SOUTHWICK,  
665 Central Avenue.

## SUB-COMMITTEES.

Qualifications of teachers—Fairbanks (ex-officio),  
Mrs. Rines, Smith, Mrs. Scales, Richmond, Tolman.

Finance and claims—Foster, Wendell, Anthes,  
Southwick, Fairbanks.

Text-books—Southwick, McDuffee, Buzzell, Foster,  
Smith.

Music and drawing—Anthes, Whelan, Southwick,  
Mrs. Rines, Brennan.

Health—Richmond, Killoren, Tolman, Anthes,  
Brennan.

High school—Fairbanks (ex-officio), Foster, Wendell,  
Anthes, Killoren, Smith.

Grammar schools—McDuffee, Buzzell, Wendell,  
Tolman, Mrs. Scales.

Primary schools—Buzzell, Mrs. Scales, Killoren,  
Mrs. Rines, Whelan.

Suburban schools—Wendell, McDuffee, Mrs. Scales,  
Richmond, Brennan.

Evening school—Killoren, Foster, Southwick, Mrs.  
Rines, Whelan.

Private schools—Whelan, Southwick, Richmond.

Truancy—Brennan, Smith, Tolman.

Auditors—Charles H. Foss, James F. Dennis.

Superintendent of Schools,  
AUSTIN H. KEYES, Ph. D.,  
Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,  
WILLIAM K. CHADWICK,  
Office, City Building.  
Office hours—9. A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,  
VALMORE H. CAVERLY,  
Residence, 17 Kirkland Street.  
Office, City Building.  
Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

### THE SCHOOL COMMITTEE, 1911.

Members.		Term Expires.
George J. Foster,	Ward 1 . . . . .	Jan. 1912
Charles E. Wendell,	" 1 . . . . .	Jan. 1913
Mrs. Edna F. Rines,	" 2 . . . . .	Jan. 1912
Mrs. Ellen T. Scales,	" 2 . . . . .	Jan. 1913
George E. Buzzell,	" 3 . . . . .	Jan. 1912
Charles A. Fairbanks,	" 3 . . . . .	Jan. 1913
Allen P. Richmond, Jr.,	" 4 . . . . .	Jan. 1912
John E. Anthes,	" 4 . . . . .	Jan. 1913
James N. Whelan,	" 5 . . . . .	Jan. 1912
Andrew Killoren,	" 5 . . . . .	Jan. 1913

### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1 . . . . .	Jan. 1913
James H. Southwick,	" 2 . . . . .	Jan. 1912
Frederic E. Smith,	" 3 . . . . .	Jan. 1913
George A. Tolman,	" 4 . . . . .	Jan. 1912
James F. Dennis,	" 5 . . . . .	Jan. 1913



Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday in each month, at half-past seven o'clock, P. M.

### ORGANIZATION FOR 1911.

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CHARLES A. FAIRBANKS,  
360 Central Avenue.

Secretary,

JAMES H. SOUTHWICK,  
665 Central Avenue.

#### SUB-COMMITTEES.

Qualifications of teachers—Fairbanks, (ex-officio), Mrs. Rines, Smith, Mrs. Scales, Richmond, Tolman.

Finance and claims—Foster, Wendell, Anthes, Southwick, Fairbanks.

Text-books—Southwick, McDuffee, Buzzell, Foster, Smith.

Music and drawing—Anthes, Whelan, Southwick, Mrs. Rines, Dennis.

Health—Richmond, Killoren, Tolman, Anthes, Dennis.

High school—Fairbanks, (ex-officio), Foster, Wendell, Anthes, Killoren, Smith.

Grammar schools—McDuffee, Buzzell, Wendell, Tolman, Mrs. Scales.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Suburban schools—Wendell, McDuffee, Mrs. Scales, Richmond, Dennis.

Evening school—Killoren, Foster, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Southwick, Richmond.

Truancy—Tolman, Smith, Dennis.

Superintendent of Schools,  
AUSTIN H. KEYES, Ph. D.,  
Office, City Building.

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Treasurer,  
WILLIAM K. CHADWICK,  
Office, City Building.  
Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

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Truant Officer,  
VALMORE H. CAVERLY,  
Residence, 17 Kirkland Street.  
Office, City Building.  
Office hours—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

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## CALENDAR ADOPTED JUNE, 1910.

### FOR THE YEAR 1910-1911.

All schools open September 6, 1910, for fifteen weeks to December 16, 1910.

Vacation two weeks.

All schools open January 3, 1911, for thirteen weeks to March 31, 1911.

Vacation two weeks.

All schools open April 17, 1911. High school ten weeks to June 23, 1911; other schools nine weeks to June 16, 1911.

## REPORT OF CHAIRMAN.

### TO THE SCHOOL COMMITTEE :

It is not my purpose to make a detailed report. It is unnecessary.

The report of the superintendent of schools is replete with facts and statistics as to the conduct of the schools during the year.

As I said in my remarks before the graduating class last summer I believe we have come to the time when we must pay to our teachers a larger compensation. Not only has the cost of living increased but more is required of them than ever before.

An education of today does not mean the same as that of thirty years ago. The graduate of grammar or high school of that date did not have anywhere near the breadth of instruction or scope in knowledge as do those of today. This is a condition obtaining not only in this city but throughout the length and breadth of the land. While our graduates have a larger fund of general information than in the past, there is along all lines of human endeavor a more specific and a more technical knowledge required than ever before.

The day has gone by when a graduate of our high school can step from the graduating class to the school room and make a successful teacher. Such an immediate transition in these days of specialization would discourage and break the spirit of the young woman ambitious to become a teacher. It is likewise a rank injustice to such pupils as come under the care of untrained and callow instructors as compared with those scholars who have the benefit of seasoned teachers.

As a result of these changes in the method and character of instruction whenever we have had a va-

cancy in our corps of teachers and have attempted to secure some one to fill such a vacancy, we have found it almost an impossibility, at our present maximum salary as fixed by our graded list, to obtain one.

Practically all the cities of the state have a maximum salary for graded schools higher than our maximum. In Massachusetts the maximum salary in cities of our size ranges from \$650 to \$750. If we would maintain our schools at the standard they now have and not permit them to deteriorate we must meet our competitors upon an equal footing. As I have before expressed myself, I believe the best asset any city has is its school department, and I would develop, nourish, and sustain it along all lines and in every way within my power.

During the year, through the generosity of Mr. J. Belknap Guppy and the interest of the mayor, Hon. George J. Foster, playgrounds have been secured for the youth of the city. It is a project which is growing and developing all over the country. I believe it to be a valuable adjunct to our school system. In order that we may get the best results from our educational system we must have sound brains in healthy bodies, and these playgrounds will be one of the factors in accomplishing such results. I likewise believe that healthy exercise and sport will add to the moral tone of all individuals.

I have frequently expressed the belief that we should have a larger appropriations for our evening school. I consider the matter so vital to the community that I venture to again call attention to the subject.

I am not one of those who has ever had any great fear of the tide of immigration. As a matter of fact, if we go back far enough, all of us directly or through our ancestors, are alien to the soil. If I have read history aright there is a century of dishonor charged up against the Anglo Saxon race for its treatment of the

North American Indians. All the virtues, the intelligence, or all of what goes to make for good citizenship is not lodged with those of one race or creed. There will be no danger to our institutions so long as the youth of our country have instilled into them knowledge, have given to them educational opportunities, and are taught the fundamental principles of and a love for the republic. From my reading and observation I believe the children of the immigrant, as a class, are more eager for an education than are those who are native to the soil.

Bishop Brent of the Philippines in a recent address expressed himself on this same subject as follows :

"And now we have to face something else. The character of our nation is being threatened. There is dishonesty in high places, selfish use of prosperity, selfishness on the part of those who have wealth and those who wish to acquire it. There is danger that the nation lose its fibre. Fortunately, against this God holds a force in reserve in the thousands of immigrants who enter this country each year. Many of them come with their bodies unspoiled by soft living and with skilled hands in labor, and unless we of the old Anglo Saxon race take ourselves in hand we are going to see built up a nation of outsiders."

And ex-President Tucker of Dartmouth college, before the New Hampshire association, spoke as follows:

"If God were not pouring into New England out of the riches of other countries, New England would be empty. While the latest foreigner may not compare favorably with the native stock, what of the second and the third generations of foreigners? They are forging to the front, partly because of their virility and ambition, and partly through the sacrifice of the homes to educate their children. The rising scale of foreign population is on a better level than the falling scale of the native population. If the old New England stock is not

willing to sacrifice as it used to, and if the New England boy is not as ambitious as his grandfather, I thank God that He is sending us those who are willing to sacrifice and anxious to rise; and that He is giving this challenge to the old stock: 'Rise up and show yourselves!' If we do not see and feel it, it is to our shame. We are not the elect of God unless we prove our election, and if He can do better for the world through some other stock and religion than through the native stock and Protestant religion, let Him work in His own way."

And it is for the foregoing reasons that I have been so insistent and am now, that every child of whatever nationality or creed, should have a fair chance and an equal opportunity.

Last year I had something to say of industrial training in our schools. My predecessor in this office, the Hon. George J. Foster, made the subject a frequent text for his addresses. He was right and in advance of his day. There was a time when the higher education meant classical education, but I cannot help thinking that this is a yielding to an irresistible demand for an education that will equip its possessors to render present social service. For the great majority of people in this world, whether it is agreeable or not, there must be hard and persevering work. Year after year there is an exodus of tens of thousands of youths from the elementary schools into the ranks of unskilled labor. In these days of machinery, the difference between skilled and unskilled labor is perhaps not apparent to the outsider. The unskilled trade is one in which the worker repeats over and over one single, unrelated task. The unskilled worker is a human machine. Only that small portion of the brain, only those muscles which are necessary to accomplish the particular small task are used.

What opportunity can there be for the development of manhood or womanhood under such conditions? What chance is there for the youth of either sex to rise

above the dull level of mediocrity ? A graduate of our schools may have all the knowledge between the covers of all the books, but if unable to make use of it, what value has it ?

There was a meeting recently in Boston of the National Society for the Promotion of Industrial Education, and Magnus W. Alexander of the General Electric Company delivered an address, a part of which I quote:

“Chronologically, apprenticeship was the first step in trade training, and its history can be traced back to ancient times. Its gradual development received a strong impetus in mediæval times through the old guilds which made membership in the guild dependent on a completed apprentice course, and on the performance of a piece of skilled work as a proof of the successful completion of the apprenticeship. In the course of time the guilds disappeared, or changed into other forms of trade organization, but the apprentice idea which had taken deep root survived and developed into well-organized efforts.

“The general introduction of labor-saving machinery and of specialization of processes, however, in the middle of the last century, inaugurating a wonderful revolution in the industrial life of America, tended to eliminate the apprenticeship system as an important factor in industrial conditions, and, as a matter of fact, relegated it to a place of secondary importance. Under the new industrial conditions there seemed to be no great need for the all-round skill of the trained apprentice of former years, and consequently the effort for apprentice training relaxed. The fallacy of this assumption, however, soon showed itself in the seriousness of the problem that confronted the industrial leaders of the last two decades. They could not then command a sufficient supply of all-round skill to guide the large industrial army of machine operatives and instruct them in the various processes; to design and build the

complicated machinery which specialization of manufacture had necessitated, and keep it in good order and repair; and to develop the leadership on which the expanding industries had to depend for their very existence."

In 1876 Bismarck sent a commission to our centennial exposition with orders to report as to how the manufactured products of Germany stood with those of the rest of the world. The answer was that they compared very unfavorably. "We must change that," said Bismarck. And straightway a wonderful system of trade's education was instituted throughout the empire. Twelve years later "Made in Germany" was a hallmark of excellent workmanship on all manner of exports. Thus we see that a whole nation can actually be trained and turned into skilled trades. We can do it, too, and a mighty movement is on foot from one end of the country to the other to institute a system of industrial training for public school boys.

Look at it from the purely commercial point of view of national supremacy in manufacturing. The reply to Bismarck's inquiry in 1876 was: "Our goods are cheap and wretched. France, our military inferior, is our superior industrially."

The reason is that France for years had been developing technical skill in industrial workers, through schools at first private, as our technical and trade schools are at present, and later on government schools. Following Germany's lead England began to take steps to dispute the industrial supremacy of France. A crusade for industrial training swept over Europe.

England established very complete courses leading to physics, engineering, textile engineering, wood carving, inlaying, metal chasing, enamelling, embroidering, flower making, designing and industrial art. Most of these classes are free, and some of them are open to women.



Germany has special schools for the education of foremen and bosses, as well as technical classes for the average worker. It has schools for the textile trades, schools for industrial art, schools for dressmaking and millinery, schools for design, for book-keeping, stenography, machine operating, embroidery and other trades and occupations open to women. Its schools leading to men's trades are bewildering in their number and their perfection.

Belgium, Switzerland, France, Sweden, even Italy have developed splendid systems of trade and technical education. There is not a civilized country in the world which is not in advance of the United States in this regard. And there is not a country in the world where more extended industrial opportunities are offered to men and women than in the United States.

In August a joint special committee, consisting of the mayor, and three from the councils, and the chairman, and three from the school committee was appointed to consider the question of a new grammar school building. This committee has met, considered the question of a lot, has been in frequent consultation with the city solicitor, and has prepared a report which has been presented to the city councils. I have considered this report of sufficient moment and public importance that as an appendix I have incorporated it in full as a part of the report of the chairman for the year.

I presume the duties of this committee will end with the close of the year, but it is my hope that with the beginning of the new year the matter will be again taken up and that tangible results will follow.

Respectfully submitted,

CHARLES A. FAIRBANKS,

Chairman.

## APPENDIX TO CHAIRMAN'S REPORT.

Dover, N. H., August 29, 1910.

The joint committee from the city councils and the school committee appointed to consider the advisability of building a new grammar school in Dover, and to suggest a location and the size of the building beg leave to submit the following report:

We recommend to the city councils that a four-room schoolhouse be built of brick on the Barden lot, St. Thomas street, and that this lot be purchased if it can be secured at a reasonable price, or condemned for public use if it cannot.

In support of our recommendation we present the following argument:

1. NEED OF A BUILDING.

We have at the present time two grammar schools in the high school building and one in the basement of the city hall. Our high school is constantly growing in the number of pupils, in six years from 170 to 312; and the prospect for this year is 325 pupils. The number of teachers has increased from 6 to 11 and every available room is taken. The library of the school has to be used for a recitation room, and the drawing room has been fitted up with desks this summer also for a recitation room in other studies. The high school is hampered even now for the lack of room. The two rooms occupied by the grammar schools are needed now by the high school. The high school will grow still larger and the present need will become greater.

Some have thought that if we dismiss the tuition pupils there would be plenty of room in the high school building for the high school pupils. The school committee have stated in a previous report to the city councils that the tuition pupils are so scattered through the classes that they require only one additional teacher,

although there were last year over sixty tuition pupils. We received from tuition last year \$2,200.00; the average salary of the high school teacher is about \$700.00. The books and supplies for these tuition pupils cost about \$100.00 per year. The total expense for tuition pupils is \$800.00, total receipts \$2,200.00, net gain \$1,400.00. This amount would pay the interest on \$40,000.00 at 3 1-2 per cent. and is at the present time a great help to the school department. If this tuition were not received the city would have to make a larger appropriation. In addition, this fact ought not to be overlooked, that the daily presence of over sixty pupils from the adjacent towns brings into our city considerable trade.

If the tuition pupils were dismissed the relief would be only temporary, since the school is constantly growing and the one room gained would soon be filled. Your committee believe in consideration of what has been said that the whole high school building is needed for the high school and that it is a financial advantage to retain the tuition pupils.

In regard to the other grammar school now held in the basement of the city hall, your committee feel that it is not a suitable place for a school. The children have no place to play except in the streets; the ventilation of the room and the sanitary arrangements are not the best; the city officials are discommoded to some extent by having the children in the building. This school should be removed as soon as possible.

It has been urged that we do not need a new grammar school while we have two school rooms unoccupied, one at the Sherman school on School street, and the other at the Welch school on Cataract avenue. These are two good rooms and if properly located could be used. The location of the Sherman school is such that it is impossible to get children to attend it except those in the immediate vicinity, and even these children prefer to go elsewhere. The majority of the children in the

vicinity of the school attend the parochial schools. There are now three graded schools in the Sherman building and to secure enough children to fill these three rooms causes a great deal of friction between the parents and the school department. It would be impossible to place another school in that building. The parents would not consent

The Welch school was built to meet the need of a school for the smaller children at the south end. The school became so small in numbers last year that it was discontinued. It is probable that it will have to be used again for a primary school in a few years. Its location is such that it could not be used for a grammar school unless the children were transported to it. The expense of transportation would be large, since the children that attend grammar school are scattered over large areas; many parents would object to sending their children to school on the outskirts of the city. Your committee believe it is not feasible to use the Welch school for a grammar school.

By the previous argument it has been shown that we need three rooms at present for grammar schools, and if we had two more rooms for the grammar schools now in the Sherman building it would be an advantage to the school department. We need, then, at least a four room building. The next question is its

## 2. LOCATION.

Of the 111 pupils who are to attend the three grammar schools in the high school building and the city hall, 69 of these pupils are from the south side of the city and 42 are from the north side of the city. They represent all parts of the city south of Fourth and Peirce streets. The high school lot is a good central location for them. No child has an excessive walk to school. There is no other available location in the city that would be so convenient for the children of these

three grammar schools as the Barden lot. Again, its proximity to the high school brings the children of these three schools in close relation to the high school; they become interested in high school work and larger numbers continue their education through the high school. The location of the Barden lot is ideal for a grammar school building.

In conclusion, the committee recommend the purchase of the Barden lot and the erection of a four-room grammar school upon it.

(Signed)    GEO. J. FOSTER,  
              GERALD A. SCARR,  
              GUY M. WIGGIN,  
              ERVING F. WENTWORTH,  
              CHAS. A. FAIRBANKS,  
              GEORGE D. MCDUFFEE,  
              GEORGE A. TOLMAN,  
              JAMES BRENNAN.

# ANNUAL REPORT

## OF THE

### Committee on Finance and Claims.

#### TO THE SCHOOL COMMITTEE:

The committee on finance and claims makes the following report as to the receipts and expenditures of the board during the year ending December 31, 1910:

The resources of the committee, apart from the special appropriation for evening school and text-books, were as follows:

#### RESOURCES.

Balance, December 31, 1909 . . . . .	\$ 911 54
Appropriation by law . . . . .	29,692 50
In excess of required sum . . . . .	3,367 50
Tuition from non-resident pupils . . . . .	2,824 50
From dog licenses . . . . .	840 55
Literary fund from state treasurer . . . . .	897 12
From library for janitor and coal . . . . .	800 00
Income of Perkins medal fund . . . . .	34 00
	\$39,367 71

#### EXPENDITURES.

Expended . . . . .	\$38,200 24
Balance . . . . .	\$1,167 47

#### GENERAL EXPENSE ACCOUNT SUB-DIVIDED.

Fuel . . . . .	\$ 2,397 29
Salaries . . . . .	29,128 37
Care of rooms . . . . .	2,837 64
Books, printing and stationery . . . . .	818 96
Transportation . . . . .	2,085 00
Miscellaneous . . . . .	932 98
	\$38,200 24

## SPECIALS.

## TEXT-BOOKS AND SUPPLIES.

Appropriation for 1910 . . . . .		\$2,000 00
Sale of books . . . . .		41 53
		<hr/>
		\$2,041 53
Deficit for 1909 . . . . .	\$ 34 97	
Expended in 1910 . . . . .	2,055 22	
	<hr/>	
		\$2,090 19
		<hr/>
Deficit . . . . .		\$48 66

## EVENING SCHOOL.

Balance from 1909 . . . . .		\$ 10 02
Appropriation for 1910 . . . . .		900 00
		<hr/>
		\$910 02
Expended . . . . .		\$901 99
		<hr/>
Balance . . . . .		\$8 03

## BALANCES.

General appropriation . . . . .		\$1,167 47
Evening school . . . . .		8 03
		<hr/>
		\$1,175 50

## DEFICIT.

Text-books and supplies . . . . .		\$48 66
		<hr/>
Balance December 31, 1910 . . . . .		\$1,126 84

Respectfully submitted,

GEO. J. FOSTER,  
 CHARLES E. WENDELL,  
 J. E. ANTHER,  
 J. H. SOUTHWICK,  
 CHAS. A. FAIRBANKS,

Committee on Finance and Claims.

## REPORT OF AUDITORS.

We, the undersigned, have examined the books, papers, and accounts of William K. Chadwick, treasurer of the school committee, and find them correctly kept, rightly cast, and vouched for, and that the sum of \$1,126.84 remains in the hands of the treasurer, which we find to be on deposit in the Strafford National bank.

We have also examined the receipted bills in the hands of the secretary, and find them to be properly approved by the committee on finance and claims, receipted in full, and to correspond with the orders on the treasurer drawn therefor.

CHARLES H. FOSS,  
JAMES F. DENNIS,  
Auditors.

Dover, N. H., December 31, 1910.

## ESTIMATES FOR 1911.

## TO THE SCHOOL COMMITTEE:

The committee on finance and claims, having carefully considered the necessities for the schools for the year 1911, report as follows:

## GENERAL APPROPRIATION.

Fuel . . . . .	\$2,600 00
Salaries . . . . .	31,700 00
Care of rooms and cleaning . . . . .	2,850 00
Books, printing, and stationery . . . . .	600 00
Transportation . . . . .	2,100 00
Miscellaneous . . . . .	950 00
	<hr/>
	\$40,800 00



## RESOURCES.

Balance . . . . .	\$1,167 47	
Literary fund (est.) . . . . .	850 00	
Tuition (est.) . . . . .	2,900 00	
Dog licenses (est.) . . . . .	800 00	
Library, for janitor and fuel (est.) . . . . .	800 00	
Perkins medal fund . . . . .	34 00	
	<hr/>	\$6,551 47
Needed from city by appropriation . . . .		\$34,248 53

## TEXT-BOOKS.

Estimated cost of text-books and supplies	\$2,100 00
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## EVENING SCHOOL.

An appropriation for evening school . . .	\$900 00
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## APPROPRIATIONS FOR 1911.

## TO BE EXPENDED BY THE SCHOOL COMMITTEE.

For school purposes as required by law . .	\$29,692 50
In excess of required sum . . . . .	5,307 50
Text-books and supplies . . . . .	2,100 00
Evening school . . . . .	900 00

## TO BE EXPENDED BY THE CITY COUNCILS.

Repairs of schoolhouses . . . . .	\$1,600 00
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**ANNUAL REPORT**  
**OF THE**  
**SUPERINTENDENT OF SCHOOLS.**

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TO THE SCHOOL COMMITTEE OF THE SCHOOL DISTRICT  
OF THE CITY OF DOVER:

I have the honor to submit my seventh annual report, it being the thirty-second in a series of similar reports.

Statistics concerning the enrollment and attendance of the pupils, etc., based on the school year from September 1, 1909, to June 30, 1910, and the financial statistics based on the fiscal year, are incorporated in this report under the proper headings.

**TEACHERS.**

There were a number of changes in the teaching force during this year. In the high school three teachers have resigned, Frances R. Foster, Bertha F. Foster and Haldimand W. Neal; in the grades we have lost eight teachers, Mabel A. Mathes, Sawyer school, grade V; Florence A. Morrison, City Hall school, grade VIII; Florence V. Brewer, Sherman school, grade VI; Edith Whittemore, high school, grade VII; Helen C. Varney, Hale school, grade IV; Grace E. Marden, Hale school, grade III; F. Allan Chapman, Back River school; and Charlotte T. Smith, City Hall school. All of the teachers above resigned.

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The school department met a great loss in the death of Nellie F. Grant, who passed away June 30, 1910.

Miss Grant was born in Dover, July 8, 1873, educated in the public schools, graduated from the high school in June, 1890, and was trained for two years in the training school. She commenced to teach in the Sherman school in 1892, and taught there for twelve years; she was then transferred to the Varney school where she taught six years. Miss Grant was a very faithful and conscientious teacher and was greatly beloved by her children. The school department in conjunction with her family mourn her loss.

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To fill these vacancies there have been elected Maude M. Bradford, A. Louise Barker, and Belle Gleason, assistants in the high school; Gertrude O. Hobbs was transferred from the Sherman school, grade V, to the Sawyer school, grade V; Elizabeth C. Davis was elected teacher of Sherman school, grade V, Charlotte T. Smith of City Hall school, grade VIII, Mollie F. Flynn of Varney school, grade IV, Grace E. Lawlor of Hale school, grade IV, Katherine A. Murphy of Hale school, grade III, Wilma Curtis of Sherman school, grade VI, Della M. Bedell of high school, grade VII, Mary T. Towle of Back River school, and Cora M. Farmer of City Hall school. Although for a number of years there have not been so many changes in our teaching force as during this last summer, yet our schools opened with good success and the prospects are that we shall do a strong year's work. The new teachers are taking up their duties with vigor, and are developing into efficient teachers.

#### TEACHERS' SALARIES.

For several years it has been the policy of the com-

mittee to pay the high school teachers according to their worth and to allow no good teacher to leave because she may be offered a better salary elsewhere. The committee believe that, if a teacher merits a good salary in a city near Boston, she is worth just as much to the city of Dover, and they do not intend to lose a good teacher on account of insufficient salary. The result of this policy is that we have a better corps of teachers in the high school than we have had for a number of years. The teachers of several years' service have grown stronger and those recently elected are doing good work.

In the elementary schools the committee are bound by their rules to a graded salary list. This list starts with too small a salary and requires too many years to reach the maximum. In addition, the maximum salary is too small. Cities in New Hampshire of the same class as Dover have a maximum salary in the grades of \$550-\$600. In view of the high cost of living \$550 is a small salary for a well educated and experienced teacher. A sub-committee has already been appointed to revise the graded salary list and it is their purpose to report such a list of salaries as will be conservative and at the same time place Dover in such a position that she can compete with other cities of her class in securing good teachers. At the present salary schedule we have great difficulty to get good, experienced teachers for the grammar grades.

#### PROMOTION AND RETARDATION.

The following is the record of promotions last June:

GRADES . . . . .	I	II	III	IV	V	VI	VII	VIII
No. of pupils promoted . . . . .	129	183	138	139	125	120	98	98
No. of pupils not promoted . . .	52	19	6	1	1	4	0	1

Beyond the second grade the number not promoted is very small and in comparison with the total number is almost negligible. The number not promoted in the first and second grades is quite large. The explanation is that the attendance in the first grade is poor in stormy weather and during the winter term. The children are small and young and the parents do not deem it wise to expose them to cold and wet weather. Some of the children attend less than half of the school year and very few of the first grade get upon the roll of honor. There is a year's work to be done in the first grade, therefore, it is impossible for those children who attend one-half to three-fourths of the time to complete the work. Again, when the child first enters school, he goes into a strange place; he has a thousand and one things to learn besides books; the whole machinery of school life has to be mastered. Some children require three or four months in school to get accustomed to their surroundings and in addition are very slow in learning to read and in using books.

These are not cases of retardation. In one instance the child has been irregular in attendance, in the other he is slow of development and takes more time than others to get acquainted with school work.

Some of the same conditions pass over to the second grade. Those not promoted in the second grade are not cases of retardation. They are nearly all cases of non-development. A few are due to sickness and irregular attendance.

In view of this analysis we believe we have no retardation in our schools. Each teacher studies the individuals of her school and everything is done that can be done to advance them. The pleasing record given above is due to the hard work and faithfulness of our teachers.

Of the 98 pupils that graduated from the grammar

schools, 81 entered the high school and are doing the school work well.

#### EDUCATION FOR EFFICIENCY.

From time to time in the public press there has been considerable criticism of the public schools of our country because, as it is claimed, that the schools do not turn out young men and women trained to be faithful, persevering, and efficient in whatever business they may choose after they leave school. These critics of our public schools point with pride to the schools of fifty or seventy-five years ago, claiming that in those olden days the young people left school with a knowledge of how to do a few things well, that the three R's were so taught that the young men and women could use them with ease, and that at the present time so much is attempted in education that nothing is done well. In reply to this statement, it has been shown by many examinations given in various parts of New England that when the same examination is given to our pupils as was given fifty or more years ago to pupils of that time, the pupils of the present day rank much higher than those of many years ago. In the Dover schools the Springfield examination of 1846 was tried, and our pupils ranked 27 per cent. higher than the Springfield pupils of sixty years ago. We know by actual test that scholarship is advancing in our public schools year by year and that our pupils have more ability to meet the problems of life, problems that are more perplexing and more intricate as time advances. It is a question, however, whether the public schools are not attempting too much in the broadening of their curriculum and whether it would not be well to teach fewer subjects more thoroughly. Time and experience only can answer this question. It is certainly true that the American parents must come to realize that it is a serious business for a child to get a modern education, that it takes

much time and energy, that the child must be relieved of distracting matters. This brings us to another topic.

#### THE BUSINESS OF THE CHILD IS GETTING AN EDUCATION.

The business of the majority of men and women is to get a living for themselves and others dependent upon them. The business of the child is to secure an education. Why should the business of the child be considered of less importance than that of the adult? Why should it not be treated seriously with due regard to results to be secured and good health to be retained? The child ought not to be overworked with too long hours or too intensive labor. On the other hand, the parents ought not to interfere with the child's education by taking him from school for trivial reasons, by depriving him of his play hours, or the proper amount of rest and sleep, nor should they introduce the child to such distracting pleasures that the current of education is lost among the eddies of excitement and passion. Many physicians report that nervous depressions among children are caused more by distracting pleasures at unreasonable hours than by overwork. We will all agree, however, that both undue excitement and overwork ought to be avoided.

Our time schedule in the public schools should be so arranged that no child need suffer from overwork. To my mind, with one exception our present schedule is fair to the child. In the first grade I believe there should be a four-hour day, a two-hour session for each half day with fifteen minutes recess out of doors at the middle of each session. Our first grade children would have better health under such a time schedule, and in all probability would learn as much.

In the second, third, and fourth grades of our schools there is a five-hour day with no home study; in the fifth and sixth grades there is a five-hour day in the schoolroom and a one-half hour of study at home, mak-

ing a day of five and one-half hours; in the seventh and eighth grades there is a five-hour day in school and one hour of study at home, making a day of six hours; in the high school there is a five-hour day in school and two or three hours of study at home, making a school day of seven to eight hours.

If we calmly consider this matter and remember that our children enter school at the age of six, that they graduate from grammar school at the age of fourteen, and high school at the age of eighteen, does the time schedule seem excessive and are our children overworked by their school duties? The majority of our children go to work when they are fourteen years old or soon after. They work nine hours or more per day at their business. Is it too much to expect a high school pupil to work seven or eight hours per day, if his brother or sister in the business world can work nine hours a day and retain his good health?

Isn't it good policy for a grammar school pupil to learn to do six hours of faithful work, if he is going to do nine hours work per day after he is fourteen years old? A reasonable amount of good, solid study certainly fits a young man or a young woman better to meet the solid work of life, and the time has come for parents to realize that education is the serious business of the child, and that his hours for study ought to be respected.

#### INDUSTRIAL EDUCATION.

If criticism is to fall upon our schools, it should strike upon the education of the brain at the expense of the hand. The ideal of education is the training of both hand and brain. Massachusetts is waking up to her need in this respect. Industrial schools are being opened in nearly all of her large cities. In Fitchburg for a number of years the pupils of certain grades divide their time equally between school work and work in the



manufacturies, uniting in this way technical with practical education. In a manufacturing city like Dover it would seem possible and feasible to adopt such a scheme and thus keep our boys for a longer time in school and make their education help them in their work. All kinds of industrial schools are being founded in our sister state; it is time for us to wake up to our need and do something for the training of the hands of our future citizens. If we could get a building, or even a room for this purpose the work could be started on a small scale and, as the citizens saw the benefits arising from such a school, they would gladly support and extend its usefulness.

Once started such a school would grow because the people would recognize its worth.

#### PENMANSHIP.

It is now two years since the Palmer system of penmanship has been adopted in our schools and we are beginning to see the results. Twenty-one pupils in the eighth grade last spring secured the Palmer diploma for professional penmanship, about fifty pupils received the silver pin for satisfactory work in the first one hundred drills, and over one hundred fifty pupils received the Palmer button for good work in the first twenty-five drills; in addition, the great majority of our pupils are now writing a good legible hand with rapid movement. In a few years two-thirds of our grammar school graduates will be professional penmen.

In conjunction with Mr. Palmer, I have prepared a definite course in penmanship for each grade. Each grade will be able to complete its course this year and whatever was lacking in last year's work. In a few years no undue emphasis will be given to penmanship. Each grade will do its part to an excellent result and the result will be the best when the eighth grade pupil has had the Palmer system for eight years.

The new teachers are now being instructed in the system at the superintendent's office and will become professional penmen before the end of the year.

The work of the pupils is criticised at the superintendent's office as it was last year.

#### ENGLISH.

During the last school year the teachers and myself studied our English course in weekly meetings. The teachers wrote complete plans of their daily work. During the summer I studied these daily plans and my notes and prepared a course day by day for each grade. Sufficient work is given foreach day so there is a choice of three or four different things to be done, and the teacher is not held to an iron bound course.

A proper balance is maintained between the oral and the written work. Literature receives considerable attention in all grades. Care has been taken to select good literature adapted to each grade and the quantity has been made large enough for choice. The grammar in homeopathic doses is commenced in the fourth grade; at the end of the sixth grade the children will know the parts of speech, and the sentence. The seventh and eighth grades will do the major work in grammar. Word study is prominent in each grade and the children will have good vocabularies at the end of the course. In the upper grades nearly all derivatives are analyzed so that the children come to know words from their component parts. This analysis of words lays quite a foundation for the study of foreign languages in the high school.

Our course is being published and will take the place of a text book except in the seventh and eighth grades where a grammar is needed.

#### GEOGRAPHY.

The latter part of this year we intend to study the question of a geography. At that time we will examine

many geographies and try to find one that will meet our needs. Many publishers agree that a really good book in geography has not been published. We shall try to find a good book, if possible. If not we shall hold to the book we are using.

#### ARITHMETIC.

Our classes are still gaining strength in arithmetic. In the last examination given 978 pupils averaged 86.4 per cent. The previous year 980 pupils averaged 75.4 per cent., a gain of 11 per cent. This is due to a better unification of the work, better teaching, and more thorough reviews.

The teachers are using manuscript copies of the arithmetic written at the superintendent's office and carefully prepared so as to give constant reviews, exact and thorough teaching of new subjects, and plenty of drill work. The city has had no expense for arithmetics for several years. The manuscript copy in the teacher's hand has taken the place of the arithmetic in the pupils' hands. The examples have been placed upon the board. This is not the best way to teach arithmetic. From the second grade through the eighth each child should have a book to study. It would be wise for the city to publish one or two of these manuscripts each year until the eight books are published. The expense per year would not be heavy.

#### MUSIC.

The music of our schools continues to improve under the able direction of Mr. French. Mr. French devotes much time studying the work of each grade. He endeavors to reach and touch each individual so that he may get the best musical education possible with his ability. Many of the children are able to sing alone with ease. In the high school there is a distinct advance in the theory of music, while the work in chorus

practice is kept at a good standard. Mr. French intends in the near future to arrange a course of music for the high school that will meet the college requirements in music. The teaching of such a course now would require more time than he can afford to give to the high school, considering the needs of the grades.

Quite a number of the high school pupils take lessons in music from a private teacher outside of school hours. If these pupils are carrying at the same time their full high school work, it means a long day of hard work. In view of the fact that music forms such a part of education, it seems to me that where the study and practice of music is done well, it should count according to its time towards the high school diploma, even if the practice is done outside of school. For example: suppose a pupil of the high school employs ten hours per week in his lesson upon the piano, and his practice at home, this time should be halved as we do in all laboratory work and the pupil should have the credit of a five-hour course in the high school, or one point toward the sixteen points for a diploma, if the work is done well. The examination of this work and the granting of the point ought to be in the hands of Principal Butterfield and Mr. French. Such a pupil would have to take but three studies per year in the high school in order to graduate and the hard work of many of our delicate girls would be eased. I suggest this proposition for the consideration of the high school committee.

Mr. French gives a fine concert each year from the talent in the high school, and he prepares an excellent musical program for Memorial day and for high school graduation. In the appendix his report will be found and the schedule of visits.

#### DRAWING.

For this school year we have the services of Miss Eva E. Bunker as teacher of drawing. She teaches the

elementary schools as well as the high school, and is once more bringing the work in drawing in our graded schools to a good standard. She is an enthusiastic teacher of long experience and will thoroughly systematize the course through elementary and secondary schools and make the work a unit.

In the appendix her report and schedule of visits will be found.

#### COURSE OF STUDY IN THE GRADES

The course of study in the grades has been thoroughly revised in all subjects except geography. It is now ready for the printer's hand. The English course has been published. The courses in reading, spelling, penmanship, arithmetic, history, physiology, civics, algebra, music, and drawing should be published in the early part of next year. They are the guides in the teacher's work and are in daily use.

#### COURSE OF STUDY IN THE HIGH SCHOOL.

In the high school the course of study has been revised to meet our present advancement. Great improvements have been made in English by making the work more practical and more in accordance with the needs of business life. It has been our aim to make the high school the young people's college and not especially a fitting school for college. Therefore, the work in mathematics, science, history, and language has been arranged with the needs of all classes in mind.

#### HIGH SCHOOL.

The high school is growing in numbers. The total enrollment at present is 323; before the end of the year it will reach 325. The number in the entering class is about the same as last year; therefore, the growth of the school is due to the fact that the teachers have watched carefully the individual pupils. They have as-

sisted them in the selection of their courses; they have shown them how to study and helped them in their lessons; they have not allowed the slow or backward pupils to fall by the wayside if anything could be done to keep them in school.

The number of tuition pupils is still increasing. The receipts from tuition for the last seven years are as follows:

1904 . . . . .	\$ 888.00
1905 . . . . .	1,401.83
1906 . . . . .	1,654.00
1907 . . . . .	1,941.00
1908 . . . . .	2,128.75
1909 . . . . .	2,246.00
1910 . . . . .	2,824.50

I thought last year that we had reached our maximum amount from tuition, nevertheless, this year we have made the largest gain for several years. The prospect for next year is also good; we shall make a small gain.

There was a loss of three teachers at the end of the last school year. This number is more than it ought to be. It is hard for both teachers and pupils to have so many new teachers in the school at one time. The new teachers, however, are doing very well and I hope that we may retain both the old and the new at the end of this year.

The school is very cramped for room. One of the English teachers changes her recitations on Monday from the science lecture room to the principal's room and then to the seventh grade room during the noon intermission of that school. This arrangement is quite inconvenient. On other days of the week this English teacher uses the drawing room. We hope that the new grammar school will be built soon so that the high

school may have the use of every room in the high school building.

The prize speaking contest of this year was one of the best. The pupils were well trained by Mrs. Young and each one did his part well. The prizes were awarded by the following judges: Prof. E. R. Groves of Durham, Supt. G. B. Frost of Georgetown, and Miss Harriet A. Foss of Portland. Annie Cole received the Perkins medal, Estelle Kelsey the second prize of ten dollars and Mary Wentworth honorable mention.

During the winter the senior class presented "The Private Secretary" at the opera house. Miss Winship trained them for their parts, and they all played like professionals. A good sum was netted from the play, sufficient to pay the general expenses of the trip to Washington and the expenses of the class banquet at commencement. This class has set a standard for succeeding classes. It is very probable that in the future, money for the general expenses of the class will be raised in this way.

Principal Butterfield proposes also to support in part the football and baseball teams by the proceeds of entertainments given by junior and sophomore classes.

The equipment of the school is made more complete each year. The school is supplied with the latest textbooks and plenty of them. The laboratories and book-keeping department are well supplied with the necessary stock and equipment. The proximity of the public library is of great service to the school. It takes the place of a school library, and offers a much larger assortment of books than any school library could get together. The librarian is very kind and helpful to the school children and is always ready to give information and supply the necessary books.

The scholarship of the pupils is improving each year. Our school is a shop for business where the great majority of the pupils are doing their best.

For the program of courses and recitations I refer you to the appendix, and for further information about the school to the principal's report.

#### ELEMENTARY SCHOOLS.

The elementary schools are moving along successfully. We have had the misfortune this year to lose eight teachers, about one-fourth of the teaching force in the grades. The introducing of new teachers has hampered the work to some extent. It takes from three months to a year for a teacher to become thoroughly conversant with a new system of work, and sometimes it is two years before she can do her best work. The new teachers, however, are doing very well and bid fair to be strong teachers in a few years. Because of our rather meagre salaries the new teachers should be sought among our Dover girls, those that have had normal training and some experience.

All of the new teachers are rapidly learning the Palmer penmanship and will soon become expert penmen and good teachers of the method.

None of the rooms are overcrowded with children, but each teacher has about the right number to do ideal work. We expect excellent results and we are getting them.

Our three suburban schools are very small in numbers but are growing stronger each year in scholarship. The teachers are in close touch with the graded schools of the city and as far as their time permits they are keeping their various grades at even pace with those of the city.

#### EVENING SCHOOL.

The evening school opened this fall October 31. With the additional appropriation we will be able to run the school a month longer than usual. The present teaching force is W. D. Davis, principal, Edna F. Rines,



Ida B. Hanson, Mary E. Twombly, Mary E. Scruton, Grace B. Henderson, Mabel W. Davis, John Daeris, Bill Pappas, and James Stratakos. The enrollment is gradually increasing and before the end of December nearly all of the teachers will be employed. The school has become now a school of one purpose, to teach the English language to the foreign born citizens. It is a grand work and is accomplishing much in the malgamation of our population. Nearly all of the young men between sixteen and twenty-one years of age who do not speak, read, and write the English language are attending this school.

The various corporations of the city are in hearty co-operation with the school department in enforcing the evening school law. The great difficulty in the enforcement of the law is to get the ages of these foreign born people.

Below is given a table showing the attendance in the evening school since its inception.

	Total Enrollment.	Average. Attendance.
1883-84 . . . . .	96	31
1884-85 . . . . .	79	24
1885-86 . . . . .	119	29
1886-87 . . . . .	No school	
1887-88 . . . . .	89	42
1888-89 . . . . .	126	66
1889-90 . . . . .	100	37
1890-91 . . . . .	No school	
1891-92 . . . . .	No school	
1892-93 . . . . .	17	7
1893-94 . . . . .	79	20
1894-95 . . . . .	No school	
1895-96 . . . . .	65	13
1896-97 . . . . .	67	11
1897-98 . . . . .	50	10
1898-99 . . . . .	55	19

	Total Enrollment.	Average Attendance.
1899-1900 . . . . .	58	17
1900-01 . . . . .	43	17
1901-02 . . . . .	85	31
1902-03 . . . . .	68	23
1903-04 . . . . .	108	37
1904-05 . . . . .	160	69
1905-06 . . . . .	155	83
1906-07 . . . . .	181	99
1907-08 . . . . .	261	142
1908-09 . . . . .	201	119
1909-10 . . . . .	209	113

#### SCHOOL BUILDINGS.

The committee on repairs of school houses have renovated the furnaces in the Varney and Hale schools, have laid new concrete walks to many of the school buildings, have painted a number of rooms, and nearly all of the blackboards, have made a new ceiling and painted the walls in the Lower Neck school, have placed a wire fence around the Back River school, and have made all the minor repairs in the buildings throughout the city. A good year's work has been done by a faithful committee. Our school system is fortunate in having such good men to serve upon this committee.

Next year there ought to be considerable painting done, both inside and outside work; a number of rooms should have new desks. Many of the rooms are still furnished with old desks, battered, uncomfortable, and too small. As rapidly as possible these desks ought to be replaced by the modern, roomy, and adjustable ones, so that each and every child may have a comfortable seat and a convenient desk.

Our greatest need is a new grammar school building. The basement of the city hall is not a fit place for a school room. The ventilation is poor, and there is

no play ground for the children. The two rooms in the high school now occupied by the grades are needed for high school purposes. One of the rooms at present is used for high school recitations during two hours at noon. Next year the need will be greater as the high school is still growing in numbers. It would be advisable to build a six-room building and remove the two grammar grades from the Sherman school. It would not cost very much more to build a six-room building than a four-room building. With six additional rooms our children could be housed very comfortably for a number of years.

#### HEALTH.

From time to time there is a wave of contagious diseases passing over the city. It is sometimes the measles, sometimes the whooping cough, and sometimes the more dangerous scarlet fever. These diseases could be prevented or stopped at their inception if we had medical inspection of our schools.

All the larger towns and cities of Massachusetts are required by law to have medical inspection of their schools. Portsmouth has recently introduced it in her school system. It is becoming almost a necessity to secure the best results. Besides the constant watch for the outbreak of contagious diseases, especially tuberculosis, there ought to be advice given in regard to the care of the children's health, especially in regard to ventilation and heat of the rooms, the children's teeth ought to be examined and attended to, adenoids ought to be removed, and the abnormal ears and eyes cared for.

At present the teachers examine the sight and hearing of their pupils. In the examination this year the teachers found ninety-six pupils whose sight was defective and sixteen pupils who could not hear well. In all these cases the teachers informed the parents,

and if the parents were able they did all they could to relieve the conditions; if they were not able the children were supplied with glasses from funds solicited from our philanthropic people and organizations. Dr. Reed continues to give his services in fitting glasses for the children.

In view of the above facts we ought to have medical inspection of our schools as soon as the committee see ways and means of introducing it.

Another matter that has been overlooked in our schools is the common drinking cup. It is generally conceded that its use is one of the potent causes for the spread of contagious diseases. Its use should be abolished and the drinking fountain should take its place. There are a great variety of these fountains upon the market, many of them easy to attach to the water pipe, convenient for use, and reasonable in price. It appears to me wise to urge our committee on repairs of school-houses to equip our school buildings with some suitable drinking fountain this next year.

#### LIMITS OF SCHOOL DISTRICTS.

The following table of limits gives the general outlines of the districts which are subject to such changes as may be necessary from time to time.

#### GRADE VIII.

Sawyer school.—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river, and Fourth street west of the Cocheco river.

City Hall school.—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Suburban districts.

High school.—All of the southern and western part of the city not included in the above limits.

#### GRADE VII.

Sawyer school.—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river, and Fourth street west of the Cocheco river.

High school.—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Suburban districts.

Belknap school.—All of the southern and western part of the city not included in the above limits.

#### GRADES VI, V.

Sawyer school.—The northern part of the city bounded on the south by Fourth street west of the Cocheco river, the B. & M. R. R. between Cocheco river and Central avenue, and Ham street east of Central avenue.

Sherman school.—South of the Sawyer limits to George street and St. Thomas street and as far west as Belknap street. In addition, Rollinsford, Fresh Creek, Garrison Hill district, and Blackwater.

Belknap school (b).—South of the Sherman limits to the lower end of Central avenue and as far west as Locust street.

Belknap school (a).—All the southern and western part of the city not included in the above limits.

#### GRADES IV, III, II.

Sawyer school.—The northern and western part of the city. The southern boundary is Cocheco river and Fourth street west of the Cocheco river; the east-

ern boundary is Central avenue. In addition, the eastern side of Central avenue as far south as Preble street and the western ends of Oak street, Hill street, Ham street, and New York street.

Peirce school.—East of the Sawyer limits and as far south as Washington street but not including the section east of Central avenue set over into Sawyer district.

Varney school.—East of Central avenue, south from Peirce limits to George street and Payne street; west of Central avenue south from Sawyer limit to Silver street and including this street. In addition, Young street, Water street, Rutland street, Knox Marsh, Littleworth and Tolend.

Hale school.—South of Varney limits to rural districts. Pupils from Garrison Hill district and Blackwater will be transported to the school having the smallest number of pupils.

#### GRADE I.

Sawyer school.—The northern and western part of the city. The southern boundary is Cocheco river and Fourth street west of the river; the eastern boundary is Central avenue.

Peirce school.—East of the Sawyer limits and south to Peirce street and including Peirce street.

Sherman school.—South of Peirce limits east of Central avenue to Washington street, south of Sawyer limits west of Central avenue to Washington street, and as far west as Fayette street.

Varney school.—West of Central avenue and south from Sherman limits to Silver street and including this street. In addition, Tolend, Littleworth, Knox Marsh, and part of Children's Home.

Hale school.—South from the Sherman and Varney

limits to suburban districts with the exception of a part of the Children's Home.

CONCLUSION.

In conclusion I thank the committee for their loyal support during my seven years of service in this city.

Respectfully submitted,

A. H. KEYES,

Superintendent of Schools.

December 31, 1910.

# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE HIGH SCHOOL.

TO THE SUPERINTENDENT OF SCHOOLS:

Sir:—As principal of the Dover high school I present this my fifth annual report.

#### ATTENDANCE.

	1908-9	1909-10	1910-11
First term enrollment, total . .	277	308	323
First term per cent. of attendance	96.8	97.07	97.92
First term tardiness . . . . .	107	104	33
First term per cent. left school .	2.9	4	3.7
Enrollment end of term . . . .	269	296	311
Number of tuition pupils . . . .	54	64	67

#### ENROLLMENT BY CLASSES.

*Term 1, 1910-11.*

Candidates for diplomas:

	1st yr.	2nd yr.	3rd yr.	4th yr.	Totals.
Boys . . . . .	41	40	29	33	143
Girls . . . . .	63	44	31	38	176
	<hr/> 104	<hr/> 84	<hr/> 60	<hr/> 71	<hr/> 319

Post-graduates:

Boys . . . . .	0	0	0	2	
Girls . . . . .	0	0	0	2	4
					<hr/> 323



## GROWTH AND DEVELOPMENT OF THE SCHOOL.

From the above tables will be seen the continued growth of the school; a growth that is from the city rather than from without, for although the number of tuition pupils increases each year, the larger increase is due to the fact that of the children from the lower grades, a greater proportion enters the high school and a greater proportion remains for a full course. The undoubted reason for this is that young people are finding in the high school today, more than ever before, the training that they want. This is partly through the complete establishment of our commercial and scientific curricula, and partly through our attempts to modify the work in English and other branches to fit the real needs of graduates rather than the college requirements.

We may be satisfied with this condition. The high school is the people's college and should consider only their needs. The ideal is that the high school should offer the preliminary training needed for the life work of all. Then no matter what the occupation proposed is, the high school would be ready to give the best start for that occupation. When this point is reached, to leave school before one is eighteen would be a recognized misfortune.

It is manifest that because of expense the above ideal is far in the future. In the meantime it is our purpose, so far as the means at hand permit, to fit the high school to the present needs of Dover.

Most old-time high schools planned to fit for college alone and offered a single curriculum; but as the school became popular, pupils entered without college preparation in view and the new curriculum formed for them was called the general curriculum. This contained a somewhat heterogeneous lists of subjects which were frequently assigned to the poorer teachers in order that the better might work with the college pupils. It was

intended as an easy curriculum and served as the dumping ground for those who failed in the classical curriculum. The wisdom of such a program is at least questionable, as it gave to a select few, who would probably make their homes elsewhere, an opportunity for high education, and this at the expense of the many who were to do the work of the town. It is evident that a town's first business is to educate for its own needs.

#### AN URGENT NEED.

We now have four curricula: classical, scientific, general, and commercial. The classical and the scientific fit for classical and scientific courses in college; the general fits for the normal schools and the commercial for clerical work of all kinds. But there are many who do not wish to enter the professions or to be engineers, and do not plan to be teachers, clerks, and bookkeepers. There is now no preparation for the boys who wish to do the skilled work of Dover and for the girls who are to make the homes.

We greatly need two additional curricula: domestic science for the girls and mechanic arts for the boys.

We could then offer to boys and girls who are looking to college and the professions, the classical curriculum; to boys who wish to be engineers, the scientific curriculum; to girls who wish to be teachers, the general or normal curriculum; to boys and girls who wish to be salesmen, or bookkeepers, or to do other clerical work, the commercial curriculum; to boys who wish to be skilled workmen in the trades and factories, the mechanic arts curriculum; and to girls who, during their school course and after graduation, are to be home helpers and home keepers, the domestic science curriculum. The introduction of these last two curricula has long been advocated, publicly and privately, by Chairman Fairbanks and by Ex-Chairman Foster. A

mechanics arts curriculum is greatly needed in Dover but the expense of its installation would be considerable. A domestic science curriculum is at least as greatly needed and is not over-expensive to introduce and to maintain.

#### MY RECOMMENDATION.

I wish at this time to urge the establishment of a domestic science curriculum. If a new schoolhouse takes from the high school building the eighth and seventh grades, two additional rooms will be available for our use. One will be occupied by English and the other could house adequately the proposed work in domestic science. This room is large enough to serve as kitchen, dining room and sewing room, without partitions but with a few movable screens. The equipment would include the necessary appliances for housework and would include sewing machines, sinks, a coal range, a gas range, and individual work tables and gas burners for cooking. The entire equipment could be obtained for from \$300 to \$500, a sum less than the cost of the typewriters alone for the commercial department. A single teacher could handle this new work, whereas we have two for the commercial branches.

Doubtless it seems that the high school is constantly calling for more teachers, but it must be remembered that the growth of the school has been such that in spite of all additions to its teaching force, the number of pupils who recite daily to each teacher is considerably greater than it was in the old high school. The school will be hampered if an additional teacher is not provided for next year, so that if this curriculum is added the teacher will not be an extra expense but is needed to hold the standard of the school. It should be considered also that the removal of the grades from the high school building will mean an annual saving of at least \$200 in fuel and electricity, as these rooms have

to be heated, ventilated, and frequently lighted for their afternoon session.

#### A DOMESTIC SCIENCE CURRICULUM.

This would be a regular curriculum for the four years and besides containing courses in English, science, mathematics, history, and a modern language, would teach the following branches of domestic science: sewing, dressmaking, millinery and designing, cooking, diatetics, household economy and marketing, household design, decoration and mechanical appliances, household sanitation and hygiene, personal hygiene, and elements of nursing.

The value of such a curriculum is beyond question and I am certain that it would be eagerly chosen by a considerable number.

#### DRAWING AND MUSIC.

The present crowded condition of the school has forced the placing of temporary desks in the drawing room. It is used as a class room for English, for which it is ill fitted, while the drawing suffers equally in being deprived of suitable quarters. We are able now to offer drawing for but one period a week to each class of pupils. This is unsatisfactory and I think that eventually we shall have to give daily work for those who elect drawing.

For the same reason I agree heartily with the plan outlined by Mr. French for the improvement of music instruction.

#### THE LUNCH COUNTERS.

The lunch counters, established a year ago, have developed into an unqualified success.

The committee on schoolhouse repairs has made the necessary changes in the basement to permit cleanliness

and prompt serving. Wholesome food is sold at reasonable prices and the advantages over the old custom, where at recess the pupils obtained lunch away from the school grounds and ate it on the street, are marked and gratifying.

#### BOOK OF COURSES.

During the fall term the pamphlet describing the work and courses of the high school has been revised and rewritten and forms a valuable compendium of school knowledge for teachers, parents, and pupils.

#### THE TEACHERS.

The teaching force of the high school is now stronger than at any former time since my connection with the school, and the wisdom of the school committee in retaining meritorious teachers at advanced salaries is amply justified. To the inspiring helpfulness, the kindly sympathy, and the professional skill of my associates are due the studiousness and orderly conduct of the school; and the office thus relieved from the frequency of serious cases of discipline, permits the principal to devote more of his time to school organization and supervision.

Respectfully submitted,

E. W. BUTTERFIELD,

Principal of the High School.

December 31, 1910.

**REPORT**  
**OF THE**  
**TEACHER OF MUSIC.**

**TO THE SUPERINTENDENT OF SCHOOLS:**

Sir:— I have the honor to submit to you herewith my annual report of the music department.

The work in the grades is going on with the usual interest. The average individual ability of the pupils to read music and to give correct vocal expression is gradually improving from year to year. We are now using in the primary grades a series of individual exercises in pamphlet form so that each pupil is permitted and expected to observe the individual efforts of all the others in the class, and an improvement in interest and attainment is already observable in these grades.

In the high school, our chorus work was never so interesting as it is this year. The parts are better balanced, and the average ability has arrived at the point where it is practicable to pay more attention to interpretation and expression. Several of the boys and girls in the chorus, when called upon for vocal solos, are both willing and able to respond.

The classes in theory are doing unusually good work this year, and the interest in this department continues to improve from year to year. There are now seventeen pupils in the four classes, a net gain of three over the number taking the course last year.

In the last few years a number of the young people who have gone out from our high school have chosen

music as a life work, and they are gaining a livelihood and filling a legitimate place in our social and economic life. Had there been furnished them as good facilities for training along the line of their tastes and natural endowments as is being furnished to our young people who are looking forward to stenography or book-keeping, they might have been called into still higher positions of usefulness to the community, and be reaping a correspondingly larger remuneration for their services.

Mr. Butterfield has expended much time and thought in an effort to so arrange the recitation periods of the various subjects as to avoid conflicts in point of time, and he has succeeded in everything but the physically impossible. Now and then one drops the music course because the music period conflicts with that of some other subjects in his or her course of study. Possibly if a music course as comprehensive in its way as is the commercial course, for instance, and as well defined in its objects, could be devised, parts of it could be correlated with the general course in such a way as to obviate the difficulty referred to.

In my report for the year 1906 I called attention to the fact that Dover was one of the first cities in New England, if not the very first, to institute a course in elementary harmony in the high school, and called attention to the movement in Chelsea, (Mass.) along these lines. The Chelsea plan is more comprehensive than our own, and is evidently proving eminently successful, and I permit myself the hope that in the future not now far distant Dover will have advanced to a condition equally satisfactory.

I desire to express my obligations to scholars and teachers, to the superintendent and the school board, and to the parents as well, for the generous co-operation which has rendered possible whatever of success may

have crowned my work in the past year, and that have rendered my duties so delightful. •

Respectfully submitted,

A. E. FRENCH.

December 31, 1910.



**REPORT**  
**OF THE**  
**TEACHER OF DRAWING.**

**TO THE SUPERINTENDENT OF SCHOOLS:**

The past four months' work of re-establishing a genuine and renewed interest in drawing in the schools of Dover has not been without some good results, considering the long time without uniform direction and sequence of instruction.

The effort has been to awaken in the pupils the ability to express their concept of the subject presented, and we look for truer results in the future. With the teachers' active co-operation there can be no reason why the pupils may not gain a love for the true and beautiful, and by means of pencil and brush give a fair interpretation of nature and constructive design.

The training of eye and hand is of great importance for real usefulness, and handicraft is a practical application of art principles, and this work is always welcomed by the pupils.

It is hoped that an interest may be taken to furnish material for this correlated art training.

Respectfully,

EVA E. BUNKER.

December 31, 1910.

# REPORT

## OF THE

### TRUANT OFFICER.

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#### TO THE SCHOOL COMMITTEE:

I respectfully submit the following report for the year 1910.

Number of complaints from teachers . . .	413
Number of complaints from the superintendent . . . . .	1
Number of complaints from the Sacred Heart parochial school . . . . .	9
Number of complaints from St. Joseph parochial school . . . . .	36
Number of complaints from French parochial school . . . . .	34
Whole number of complaints received . .	493
Number of cases of absence investigated .	457
Number of cases of tardiness investigated .	36
Number of children found absent without good reason . . . . .	122
Number found to be truant . . . . .	45
Number of visits to schools . . . . .	493
Number of visits to families . . . . .	493
Number of visits to manufacturing establishments . . . . .	30
Number of arrests . . . . .	1
Number of children prosecuted . . . . .	1

V. H. CAVERLY,  
Truant Officer.

December 29, 1910.

**TO THE SCHOOL COMMITTEE:**

I have the honor to submit herewith my report relative to the enumeration of children assigned to me by vote of your board.

The results of the enumeration are as follows:

Number of children between the ages of five and sixteen years:

Boys . . . . .	1,131	
Girls . . . . .	1,204	
	<hr/>	
Total . . . . .		2,335
Number between ten and sixteen years who cannot read and write in the English language . . . . .		11
Number of those born in New Hampshire . . . . .	3	
Number born elsewhere in the United States . . . . .	2	
Number born in foreign countries . . . . .	6	
	<hr/>	
Total . . . . .		11
Number between the ages of five and eight who do not regularly attend school (about) . . . . .		100
Number between the ages of eight and fourteen who do not regularly attend school . . . . .		5
Number between the ages of fourteen and sixteen who do not regularly attend school . . . . .		84

Respectfully submitted,

V. H. CAVERLY,  
Truant Officer.

December 31, 1910.

## APPENDIX.

### STATISTICS.

#### TEACHERS.

Number of teachers during the year 1909-1910:

High school . . . . .	11
Grades 5-8 . . . . .	13
Grades 1-4 . . . . .	18
Ungraded schools . . . . .	4
Music teacher . . . . .	1
<hr/>	
Total . . . . .	47
Number of male teachers . . . . .	5
Number of female teachers . . . . .	42
Number of teachers who have graduated from a normal school . . . . .	15
Number of teachers who have graduated from a training school . . . . .	16
Number of teachers who have graduated from college . . . . .	9

# SCHOOL DIRECTORY.

DOVER, N. H.

October 4, 1910.

Name.	School.	Grade.	Residence.
Austin H. Keyes	Supt. of Schools		595 Central Ave.
E. W. Butterfield	High		292 Locust St.
Melvin M. Smith	"		174 Central Ave.
Lou W. Peacock	"		158 Central Ave.
Lillian L. Latham	"		80 Silver St.
Caroline E. Hammond	"		13 Broadway
Marjore W. Shaw	"		7 West Concord St.
Maude Winship	"		36 Lexington St.
Maude M. Bradford	"		19 Richmond St.
Mabel L. Hayes	"		80 Silver St.
Belle Gleason	"		18 Richmond St.
A. Louise Barker	"		16 Richmond St.
W. D. Davis	Sawyer	8	Broadway
Carrie S. Hanson	"	7	14 Silver St.
Helen M. Clark	"	6	94 Portland St.
Gertrude O. Hobbs	"	5	Berwick, Maine
Jennie F. Philbrick	"	4	50 Mt. Vernon St.
Grace B. Henderson	"	3	831 Central Ave.
Carrie B. Drew	"	2	43 Silver St.
Hattie J. Bickford	"	1	23 Oak St.
Ida B. Hanson	Belknap	7	14 Silver St.
Mary E. Twombly	"	6	120 Central Ave.
Gertrude F. Lyons	"	6-5	52 Belknap St.
Alice H. Davis	"	5	162 Central Ave.
Charlotte T. Smith	City Hall	8	114 High St. Som'rth
Grace E. Lawrence	High	8	7 West Concord St.
Della M. Bedell	"	7	102 Locust St.
Wilma Curtis	Sherman	6	79 Portland St.
Elizabeth C. Davis	"	5	Cocheco St.
Alice E. Murphy	"	1	13 Orchard St.
Bertha Arnstein	Peirce	4	40 Watson St.
Hittie F. Ham	"	3	Toland
Mary E. Scruton	"	2	64 Hill St.
Jennie F. Smith	"	1	5 Milk St.
Mollie F. Flynn	Varney	4	South Berwick, Me.
Angie G. Osborne	"	3	15 First St.
Grace E. Winkley	"	2	7 West Concord St.
Mary W. Whiteley	"	1	Mt. Pleasant
Grace E. Lawlor	Hale	4	265 Washington St.
Katherine A. Murphy	"	3	38 Oak St.
Edith A. Gowen	"	2	220 Washington St.
Mary McDonough	"	1	24 Mill St.
Mary T. Towle	Back River		R. F. D. No. 1
Mildred Smith	Upper Neck		366 Central Ave.
Emily S. Folsom	Lower Neck		151 Locust St.
Arthur E. French	Music		86 Mt. Vernon St.
Eva E. Bunker	Drawing		31 Silver St.

## SALARIES.

## GRADED SALARIES.

First year . . . . .	\$ 250 00
Second year . . . . .	270 00
Third year . . . . .	310 00
Fourth year . . . . .	350 00
Fifth year . . . . .	400 00
Sixth year . . . . .	460 00
Seventh year . . . . .	500 00
Principal of Sawyer school . . . . .	1,000 00
Principal of Belknap school . . . . .	600 00

## HIGH SCHOOL.

Principal . . . . .	\$1,900 00
Sub-master . . . . .	1,100 00
One assistant . . . . .	900 00
One assistant . . . . .	850 00
One assistant . . . . .	750 00
Two assistants . . . . .	700 00
Two assistants . . . . .	650 00
Two assistants . . . . .	600 00

## SPECIAL TEACHERS.

Music (three days per week) . . . . .	\$600 00
Drawing (three and one-half days per week) . . . . .	500 00

## COST.

Population of city by census of 1910 . . . . .	13,247
Assessed valuation April, 1910 . . . . .	\$9,293,822
Rate of taxation for all school expenses, 4.4 mills on \$1.00.	
Total expenditure of the school committee for day schools, exclusive of text-books and supplies . . . . .	\$38,200 24
Cost per pupil based on total enrollment . . . . .	25 38
Cost per pupil based on average enrollment . . . . .	27 32

Cost per pupil of total enrollment for text-books and supplies . . . . .	\$1 36
Cost per pupil of average enrollment for text-books and supplies . . . . .	\$1 47

Table showing expense of text-books, reference books, and pupils' supplies:

	Appropriation.	Available.	Expended.	Per capita on Total Enrollment.	Per capita on Average Enrollment.
1888 . . . . .	\$1,750	\$1,750 00	\$1,726 94	\$1 17	\$1 54
1889 . . . . .	2,000	2,023 06	2,021 96	1 34	1 53
1890 . . . . .	2,500	2,501 10	1,963 54	1 28	1 50
1891 . . . . .	1,500	2,037 56	1,614 72	1 11	1 24
1892 . . . . .	1,200	1,622 84	1,636 36	1 15	1 37
1893 . . . . .	1,200	1,186 21	1,487 58	1 08	1 22
1894 . . . . .	1,200	898 63	1,524 62	1 05	1 21
1895 . . . . .	2,200	1,600 42	1,600 18	1 01	1 15
1896 . . . . .	1,600	1,600 24	1,536 18	1 04	1 18
1897 . . . . .	1,600	1,659 94	1,648 98	1 06	1 17
1898 . . . . .	1,600	1,648 06	1,647 48	99	1 12
1899 . . . . .	1,600	1,624 05	1,607 68	95	1 09
1900 . . . . .	1,600	1,637 60	1,617 43	95	1 11
1901 . . . . .	1,600	1,651 41	1,634 41	96	1 10
1902 . . . . .	1,600	1,652 22	1,650 76	1 02	1 14
1903 . . . . .	2,000	2,001 46	1,844 98	1 16	1 30
1904 . . . . .	1,750	1,906 48	1,906 47	1 21	1 36
1905 . . . . .	2,325	2,325 01	2,324 60	1 39	1 67
1906 . . . . .	1,900	1,927 01	1,911 44	1 21	1 35
1907 . . . . .	1,900	1,978 01	1,968 54	1 21	1 36
1908 . . . . .	1,900	1,944 87	2,026 06	1 32	1 45
1909 . . . . .	1,900	1,858 04	1,893 01	1 28	1 39
1910 . . . . .	2,000	2,006 56	2,055 22	1 36	1 47

## ATTENDANCE.

Number of pupils enrolled during the year ending June, 1910, excluding duplicate enrollments:

Schools	Total	Boys	Girls
High school . . . . .	312	155	157
Grades 5-8 . . . . .	472	220	252
Grades 1-4 . . . . .	651	346	305
Suburban schools . . . . .	70	33	37
Total . . . . .	1,505	754	751
Evening school . . . . .	205	175	30
Total . . . . .	1,710	929	781
Parochial schools:			
St. Joseph . . . . .	215	190	25
Sacred Heart . . . . .	420	110	310
St. Charles . . . . .	315	139	176
Total parochial . . . . .	950	439	511
Total public . . . . .	1,710	929	781
Total for all the schools . . . . .	2,660	1,368	1,292

Number of pupils enrolled by grades during the year ending June, 1910, excluding duplicate enrollments:

School	Total	Boys	Girls
Grade 8 . . . . .	103	43	60
Grade 7 . . . . .	114	50	64
Grade 6 . . . . .	135	66	69
Grade 5 . . . . .	142	70	72
Grade 4 . . . . .	152	86	66
Grade 3 . . . . .	164	87	77
Grade 2 . . . . .	165	95	70
Grade 1 . . . . .	218	100	118
Total . . . . .	1,193	597	596



Number of pupils between six and eight years . . . . .	280
Number of pupils between eight and fourteen years . . . . .	826
Number of pupils between fourteen and sixteen years . . . . .	245
Number of pupils over sixteen years of age . . . . .	154

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Total . . . . .	1,505
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## Average membership:

High school . . . . .	288
Grades 5-8 . . . . .	448
Grades 1-4 . . . . .	605
Suburban schools . . . . .	57

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Total . . . . .	1,398
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## Parochial schools:

St. Joseph . . . . .	210
Sacred Heart . . . . .	411
St. Charles . . . . .	254

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Total parochial . . . . .	875
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Total, all the schools . . . . .	2,273
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## Average membership per cent. in each division in the public schools:

High school . . . . .	20.6
Grades 5-8 . . . . .	32.0
Grades 1-4 . . . . .	43.3
Suburban schools . . . . .	4.1

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Total . . . . .	100.0
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Per cent. that average membership is of total enrollment . . . . .	93
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## Average daily attendance:

High school . . . . .	277	
Grades 5-8 . . . . .	424	
Grades 1-4 . . . . .	555	
Suburban schools . . . . .	52	
	<hr/>	
Total . . . . .		1,308
Parochial schools:		
St. Joseph . . . . .	195	
Sacred Heart . . . . .	392	
St. Charles . . . . .	240	
	<hr/>	
Total, parochial schools . . . . .		827
		<hr/>
Total for all the schools . . . . .		2,135

## Average daily absence:

High school . . . . .	11	
Grades 5-8 . . . . .	25	
Grades 1-4 . . . . .	49	
Suburban schools . . . . .	5	
	<hr/>	
Total . . . . .		90

Per cent. that average attendance is of total enrollment:

High school . . . . .	88.8
Grades 5-8 . . . . .	89.8
Grades 1-4 . . . . .	85.4
Suburban schools . . . . .	74.3
	<hr/>

Average for all schools . . . . . 86.9

Per cent. that average attendance is of average membership for the year:

High school . . . . .	96.2
Grades 5-8 . . . . .	94.5
Grades 1-4 . . . . .	95.5

Suburban schools . . . . .	90.2
Average per cent. for city . . . . .	93.7
Number of tardinesses during the year:	
High school . . . . .	377
Grades 5-8 . . . . .	182
Grades 1-4 . . . . .	550
Suburban schools . . . . .	107
Total . . . . .	1,216
Number of pupils neither absent nor tardy:	
High school . . . . .	63
Grades 5-8 . . . . .	55
Grades 1-4 . . . . .	33
Suburban schools . . . . .	8
Total . . . . .	159

## ROLL OF HONOR.

### HIGH SCHOOL.

Lewis Abbott, Thomas Anderton, Beatrice Ashby, Angie Bennett, Florence Blaisdell, Marjorie Boomer, Lola Bryson, Grace Card, Mary Card, Oramel Card, Mary Cartland, Lucia Cartland, John Carver, Earl Caswell, Olive Cate, Charles Clarke, Helena Cavanaugh, Margaret Clifford, Ralph Cole, Francena Coleman, Harold Conlen, Marion Dame, Vera DeMerritte, Marion Dudley, Natalie Ewer, Beatrice Fall, Harry Farnham, Alice Fernald, Isabel Fernald, Nettie Finley, Helen Finnegan, Martha Fisher, Sherburne Fogg, Stanley Frary, Charles Friars, Marion Garvin, Ethel Hitchens, Gertrude Hitchens, Zilla Hodgdon, Miriam Hudson, Norman Hurd, Ernest Jenkenson, Harold Kidder, Annie Kimball, Estelle Kelsey, Lena Kempton, Clarence Lane,

Natt Lunt, Helen McCarty, Robert McNeil, Harold Niles, Hazel Nutter, David Pettingill, Mary Pollard, Stanley Reynolds, Beatrice Richmond, Pearl Richmond, Fred Ryan, Daniel Smith, Alberta Steuerwald, Margaret Stewart, Olive Stewart, Joseph Sullivan, Marion Wallace.

#### SAWYER SCHOOL.

Grade VIII.—H. Elizabeth Bemis, Elmer E. Blake, Elsie I. Clough, Maurice E. Hale, Hazel M. Hanson, Harry E. King, Leon A. King, Mary A. Mallen, Mary P. Robinson, Earl F. Stevens.

Grade VII.—Joseph L. Brennan, Helen F. Goggin, Trygve Gulbrandsen, John Isaacson, Harold A. Olson, Hildur J. Olson.

Grade VI.—Roscoe E. Locke.

Grade V.—John Brennan, Helen D. Yeaton.

Grade IV.—Albert Boeglin, Carl E. Campbell, Ralph E. King, Edna M. Wiggin.

Grade III.—Eugene Boeglin, Everett D. Stevens, Harold Smiley.

Grade II.—Henry W. Larsen, Harry A. Warren.

#### PEIRCE SCHOOL.

Grade IV.—Doris Chesley, True Cornell, Harda Gulbrandsen, Olga M. Isaacson, John Olson, Nellie Russell.

Grade II.—Catherine Orr.

Grade I.—William Olson.

#### SHERMAN SCHOOL.

Grade VI.—Alice Gingras, Helge Gulbrandsen, Bernard Hornig, Myrtle Kennedy, Valerie Lunt, Orvilla Russell, Minnie Shorey.

Grade V.—Mary Oates, Gertrude Spurlin.

## CITY HALL SCHOOL.

Grade VIII.—Mildred Dyer, Walter Forrest, Elizabeth Ordway.

## HIGH SCHOOL.

Grade VIII.—William Colbath, Helen Grant, Elmer Smart, Walter Willand.

Grade VII.—Grace Allard, James Cavano, Marion Chesley, Marie Sherry, Anna Finn.

## VARNEY SCHOOL.

Grade IV.—Lella E. Dalglish, Ralph H. Emerson, Katherine H. Lester.

Grade III.—Chester T. Berry.

Grade II.—Beatrice Buzzell.

## BELKNAP SCHOOL.

Grade VII.—E. Donald Ewer, John McNally, Evelyn M. Vennard, Marion E. Willett.

Grade VI.—George C. Jamieson, Jessie M. Tinker.

Grades VI-V.—Charles Coyle, Lilah Ellis, Henry Fisher, Madeline Sargent, Eunice Tibbetts.

Grade V.—Ella E. Brown, Murl T. Caverly, Elida Christiansen, Martha G. Welch.

## HALE SCHOOL.

Grade IV.—Julia C. Blackburn, Erma L. Glidden.

Grade III.—Daniel Heald, Albert Howarth.

Grade II.—Ernest M. Brown, Philip E. McKenna, Raymond W. Mountford, Frank A. Stacy.

Grade I.—Frank McConnell, Ernest Sevigny, Thomas Wilson.

## BACK RIVER SCHOOL.

Effie M. Forrest, Harold B. Forrest, Howard E. Forrest.

UPPER NECK SCHOOL,  
Clarence Furbish.

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NUMBER OF TARDINESSÉS DURING THE LAST TWENTY  
EIGHT YEARS.

1882-83	3,188
1883-84	2,193
1884-85	2,571
1885-86	1,452
1886-87	972
1887-88	782
1888-89	867
1889-90	670
1890-91	754
1891-92	671
1892-93	769
1893-94	696
1894-95	816
1895-96	606
1896-97	630
1897-98	746
1898-99	699
1899-1900	664
1900-1901	716
1901-1902	662
1902-1903	793
1903-1904	557
1904-1905	724
1905-1906	952
1906-1907	873
1907-1908	1,032
1908-1909	974
1909-1910	1,216

## VISITS.

By the superintendent:	
High school . . . . .	84
Grades 5-8 . . . . .	180
Grades 1-4 . . . . .	207
Suburban schools . . . . .	27
Total . . . . .	498
By members of the committee:	
High school . . . . .	1
Grades 5-8 . . . . .	9
Grades 1-4 . . . . .	9
Suburban schools . . . . .	1
Total . . . . .	20
By parents, citizens and others:	
High school . . . . .	123
Grades 5-8 . . . . .	244
Grades 1-4 . . . . .	555
Suburban schools . . . . .	40
Total . . . . .	962

## GENERAL.

Number of schoolhouses . . . . .	13
Number occupied at close of year . . . . .	12
Number of weeks in school year:	
High school . . . . .	38
Grades 5-8 . . . . .	37
Grades 1-4 . . . . .	37
Suburban schools . . . . .	37
Number of schools, the average membership of which for the year has not been more than twelve pupils, nor less than seven . . . . .	2

COMPARISON OF ATTENDANCE FOR THE YEARS 1909-1910.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance per cent.		Number of Tardinesses.		Not Absent nor Tardy.	
	1909	1910	1909	1910	1909	1910	1909	1910	1909	1910	1909	1910	1909	1910
High	281	312	267	288	256	277	11	11	95.9	95.2	247	377	67	63
Grades 5-8	490	472	454	448	432	424	22	25	95.0	94.5	202	182	58	55
Grades 1-4	639	651	579	605	541	555	38	49	98.3	95.5	439	550	59	33
Rural	68	70	60	57	55	52	5	5	91.1	90.2	86	107	5	8
Total	1,478	1,505	1,360	1,398	1,284	1,308	76	90	*94.4	*93.7	974	1,216	189	159
Evening	201	205	130	118	119	113	11	5	91.7	95.6	0	0	19	3
Total	1,679	1,710	1,490	1,516	1,403	1,421	87	95	94.1	94.0	974	1,216	208	162

\*Average per cent. for city.



TABLE SHOWING ATTENDANCE IN DETAIL FOR THE YEAR ENDING JUNE 30, 1910.

School.	Class.	Teacher.	Total Enrollment.	Average Membership.	Average Attendance.	Average Absence.	Average Age, Sept. 1909.	Average Attendance per cent.	No. of Tardinesses.	Number of Pupils not Absent nor Tardy.
High	Master	Ernest W. Butterfield	312	288	277	11	1st. 14.5 2d. 15.3 3d. 16.4 4th. 17.7	86.21	377	68
	Sub-Master	Melvin M. Smith								
"	Assistant	Lou W. Pascock								
"	"	Lillian L. Latham								
"	"	Caroline E. Hammond								
"	"	Marjorie W. Shaw								
"	"	Maudie Winship								
"	"	Frances R. Foster								
"	"	Edith F. Foster								
"	"	Mabel L. Hayes								
"	"	Halimad W. Neal								
Sawyer	Grade	W. D. Davis	40	39	37	2	14-1 1-2	95.97	4	10
	"	Carrie S. Hanson	38	36	35	1	12-7	95.89	6	6
"	"	Helen M. Clark	37	33	31	2	11-10	93.74	16	1
"	"	Mabel A. Mathes	39	36	34	2	11-7	94.00	9	2
"	"	Jennie F. Paulbrick	34	34	32	2	10-6	96.64	36	4
"	"	Grace B. Henderson	40	35	32	3	8-8	90.74	51	2
"	"	Carrie B. Drew	38	33	35	3	8-6	90.16	38	2
"	"	Hattie J. Bickford	41	38	36	3	6-6	90.29	38	0
Police	"	Bertha Arustein	33	30	29	1	10-7	96.22	34	6
"	"	Hittie F. Ham	43	37	35	2	9-7	93.71	23	0
"	"	Mary E. Scruton	40	39	38	1	8-5	96.73	24	1
"	"	Jennie S. Smith	41	35	31	4	6-6	96.32	22	1
Sherman	"	Florence V. Brewer	32	33	31	2	12-4	92.71	23	7

Sherman	Grade 5	{ Julia A. Grant	39	34	31	3	11-3	91.11	25	3
"	" 1	{ Gertrude O. Hobbs	37	28	25	3	6-9	93.39	57	0
"	" 8	Alice E. Murphy	30	28	27	1	14-0	96.05	22	3
City Hall	" 8	{ Florence A. Morrison	33	32	31	1	13-7	96.40	13	4
High	" 7	{ Charlotte T. Smith	37	31	30	1	13-4	94.74	18	5
Varney	" 4	Edith Whittemore	41	35	34	1	10-3	96.37	9	3
"	" 3	Nellie F. Grant	35	32	30	2	9-5	94.16	23	1
"	" 2	August G. Osborne	40	35	32	3	8-1	91.30	43	1
"	" 1	Grace E. Winkley	31	33	28	5	7-2	94.99	38	0
Belknap	" 7	Mary W. Whiteley	31	35	33	3	12-9	96.16	4	4
"	" 6	Ida B. Hanson	38	37	35	2	12-0	94.28	7	4
"	" 5	Mary E. Twombly	34	34	33	1	11-5	96.96	14	4
"	" 4	Alice H. Davis	39	34	33	1	11-7	96.47	16	5
Hale	" 4	{ Gertrude F. Lyons	40	37	35	2	9-5	92.37	57	2
"	" 3	{ Helen C. Varney	32	31	29	2	9-7	96.91	22	2
"	" 2	{ Grace E. Marden	35	29	27	2	7-8	92.52	15	4
"	" 1	Edith A. Gowen	34	34	30	4	6-5	87.98	17	3
Welch	" 1	Mary McDonough	16	14	13	1	6-11	96.52	3	0
Garrison Hill	" 1-3	Emily S. Folsom	22	19	17	2	8-0	91.17	0	0
Back River	" 1-5	Marie L. Rains	22	17	16	1	9-11	94.18	37	3
Upper Neck	" 3-6	F. Allan Chapman	10	9	8	1	10-5	91.37	1	5
Lower Neck	" 1, 2, 4, 7	Mildred Smith	16	11	9	2	10-4	83.40	69	0
		{ Gertrude O. Hobbs								
		{ Emily S. Folsom								

## MEMBERSHIP AND ATTENDANCE.

The average membership, as recorded in the school registers, is here given for twenty-nine years, for purposes of comparison:

1881-82	1,525
1882-83	1,568
1883-84	1,149
1884-85	1,176
1885-86	1,211
1886-87	1,258
1887-88	1,268
1888-89	1,313
1889-90	1,301
1890-91	1,301
1891-92	1,192
1892-93	1,215
1893-94	1,252
1894-95	1,385
1895-96	1,306
1896-97	1,412
1897-98	1,468
1898-99	1,482
1899-00	1,459
1900-01	1,487
1901-02	1,442
1902-03	1,409
1903-04	1,400
1904-05	1,394
1905-06	1,418
1906-07	1,447
1907-08	1,395
1908-09	1,360
1909-10	1,398

Average attendance in the public schools, as given in printed reports, for the forty years since the formation of the city school district:

1870-71	1,270
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1871-72	1,257
1872-73	1,231
1873-74	1,225
1874-75	1,225
1875-76*	
1876-77*	
1877-78*	
1878-79	1,028
1879-80	1,388
1880-81	1,436
1881-82	1,440
1882-83	1,393
1883-84	931
1884-85	1,029
1885-86	1,118
1886-87	1,134
1887-88	1,115
1888-89	1,158
1889-90	1,145
1890-91	1,122
1891-92	1,053
1892-93	1,088
1893-94	1,149
1894-95	1,288
1895-96	1,176
1896-97	1,281
1897-98	1,352
1898-99	1,357
1899-00	1,332
1900-01	1,365
1901-02	1,348
1902-03	1,301
1903-04	1,304
1904-05	1,307
1905-06	1,322
1906-07	1,341

\*No report printed.

1907-08	1,314
1908-09	1,283
1909-10	1,308

#### NO SCHOOL SIGNAL.

The following resolutions were adopted March 11, 1902:

*Resolved*—That the no school signal, viz.: 2-2, 2-2, 2-2, 2-2, struck at 7.40 A. M., shall be considered as a notification that no forenoon session will be held in any of the graded schools; when struck at 7.55, the signal shall apply to the grammar and primary schools only. The signal for the afternoon session shall be struck at 11.15 A. M. or 1.05 P. M.

*Resolved*—That the superintendent be hereby directed to instruct the teachers and pupils properly and thoroughly in regard to the foregoing resolution.

The signal was rung during the year 1910, February 4, for both sessions.

## GRADUATING EXERCISES

### OF THE HIGH SCHOOL

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The graduating exercises of the high school were held in the opera house at 2.30 o'clock, Thursday, June 23, 1910. The program was as follows:

1. MARCH, Marche Celebre, *Lachner*  
Miss Esther Gladys McKone.
2. CHORUS, "America," *Speck*  
High School Chorus.
3. PRAYER,  
Rev. W. Weir Gilliss.
4. SOLO, "Face to Face," *Johnson*  
Roy Stanley Perkins.
5. CHORUS, "Gloria," *Mozart*  
High School Chorus.
6. ADDRESS TO THE GRADUATES,  
Prof. Marcus D. Buell,  
Boston University
7. PRESENTATION OF DIPLOMAS,  
Dr. Chas. A. Fairbanks,  
Chairman of the School Committee
8. CHORUS, "Soldiers' Chorus," *Gounod*  
High School Chorus.

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*Accompanists*—Florence W. Sterling, E. Gladys McKone.

## CLASS OF 1910.

Florence May Brown,	Gladys Paul,
Blanche Gertrude Buzzell,	Percy Edmund Pepin,
Olive Turner Cate,	Roy Stanley Perkins,
Helena Anastasia	Helen Waldron Plumer,
Cavanaugh,	Everett Tyler Proctor,
Annie Cole,	Allen Pierce Richmond,
Harold William Conlen,	Beatrice Maude Richmond,
Charles Edward Cronin,	Josephine McDuffee Rollins,
Thomas Albert Davis,	Florence Arvilla Russ,
Wendell Philips Davis,	Alice Julia Shaw,
Daniel Edward Doherty,	Susan Margaret Shaw,
Helen Mildred Farnham,	Norman Isaac Snell,
Raymond Haskell Foss,	Florence Wyman Sterling,
Philip Clement Foster,	Harold George Stone,
Alden Levi Lane,	Catherine Elizabeth Stroth,
Gertrude Locke,	Grace Evelyn Stuart,
Bertha May McDaniel,	Lora Lucille Swaine,
Marietta McLaughlin,	Marion Helen Tibbetts,
Robert Henry McNeil,	Lillian Angela Tinker,
Marion Edgerly Nash,	Wallace Gallinger Varney,
Ernest Leon Neal,	Gladys Marion Whitehouse,
Hazel Ruth Cecil Nutter,	Della Olivia Worster,
Herbert Raymond Otis,	Grace Wendell York.

## OFFICERS OF THE CLASS.

President, Philip C. Foster.  
 Vice President, Allen P. Richmond.  
 Secretary, Florence A. Russ.  
 Treasurer, Marion H. Tibbetts.

## CLASS MOTTO,

Fortes Fortuna Juvat.

CLASS COLORS,  
Blue and Gold.

RECIPIENTS OF STENOGRAPHIC CERTIFICATES.

Gertrude Evelyn Cushman, Beatrice Maude Richmond,  
Florence Arvilla Russ.

RECIPIENTS OF BOOK-KEEPING CERTIFICATES.

Lola Amelia Bryson, Pansy Mae Nason,  
Florence May Fox, Ethel May Smith,  
Annie Mabel Kimball, Edith Loretta Tallis.

Number of graduates of the high school during the  
last twenty years:

	Boys	Girls	Total	Per cent. Boys
1891	5	17	22	23
1892	5	21	26	19
1893	8	12	20	40
1894	9	10	19	47
1895	6	19	25	24
1896	6	28	34	18
1897	3	25	28	11
1898	19	8	27	70
1899	11	20	31	35
1900	11	14	25	44
1901	8	23	31	26
1902	6	10	16	38
1903	9	21	30	30
1904	7	17	24	29
1905	11	21	32	34
1906	9	15	24	37
1907	9	19	28	32
1908	21	30	51	41
1909	18	31	49	37
1910	18	27	45	40



The September registration of the high school since 1884 has been:

	Boys	Girls	Total	Per cent. Boys
1884 . . . . .	58	91	149	39
1885 . . . . .	68	83	151	45
1886 . . . . .	59	73	132	44
1887 . . . . .	46	84	130	34
1888 . . . . .	40	98	138	29
1889 . . . . .	49	92	141	35
1890 . . . . .	48	84	132	36
1891 . . . . .	49	79	128	38
1892 . . . . .	50	89	139	36
1893 . . . . .	52	104	156	33
1894 . . . . .	66	103	169	39
1895 . . . . .	67	106	173	39
1896 . . . . .	76	98	174	43
1897 . . . . .	74	93	167	44
1898 . . . . .	72	114	186	39
1899 . . . . .	69	96	165	42
1900 . . . . .	73	100	173	42
1901 . . . . .	68	95	163	41
1902 . . . . .	77	101	178	43
1903 . . . . .	72	105	177	41
1904 . . . . .	79	111	190	42
1905 . . . . .	106	134	240	44
1906 . . . . .	103	127	230	45
1907 . . . . .	133	151	284	47
1908 . . . . .	136	140	276	49
1909 . . . . .	152	151	303	50
1910 . . . . .	151	152	303	50

Following is a list of the various studies in the high school course, with the number of pupils pursuing each during the year ending June, 1910:

English literature . . . . .	310
Composition . . . . .	310

Rhetoric . . . . .	310
Vocal music . . . . .	190
Drawing . . . . .	81
Algebra . . . . .	175
Geometry . . . . .	113
Physics . . . . .	68
Chemistry . . . . .	17
Botany . . . . .	32
Physical geography . . . . .	39
Latin . . . . .	125
French . . . . .	139
German . . . . .	25
English history . . . . .	14
Greek history . . . . .	97
Roman history . . . . .	94
Mediæval history . . . . .	26
United States history . . . . .	46
Commercial law . . . . .	13
Stenography . . . . .	25
Typewriting . . . . .	25
Spelling . . . . .	25
Penmanship . . . . .	14
Book-keeping . . . . .	24
Business English . . . . .	24
Commercial arithmetic . . . . .	40
Solid geometry . . . . .	12
Trigonometry . . . . .	10
Elementary harmony . . . . .	14
Commercial geography . . . . .	28

# PROGRAM OF STUDIES, DOVER HIGH SCHOOL.

	Classical		Scientific		General		Commercial	
	Curriculum.		Curriculum.		Curriculum.		Curriculum.	
FIRST YEAR.	English		5 English		5 English		5 English	5
	Latin		5 Phys. Geog. and Botany		History, Ancient		5 Commercial Arith. and	
	Algebra		5 Algebra		5 Algebra		5 Com. Geog.	5
	History, Ancient		5 Algebra		5		5 Algebra	5
	Elective } Music		1 Elect one } History, Anc. 5 Elect one } Latin		Phys. Geog. and Botany		5 History, Ancient,	5
	Elective } Drawing		1 } Music		1 } Music		1 Penmanship	2
			Elective } Drawing		1 } Drawing			1
SECOND YEAR.	English		5 English		5 English		5 English	5
	Latin		5 Physics		5 History, Med. and Mod.		Bookkeeping	5
	Geometry		5 Geometry		5		5 Com. Law and Pen-	5
	Elect one } Physics		5 Elect one } French		5 Elect two } Geometry		5 manship	5
	Elect one } French		5 Elect one } Latin		5 Elect two } Physics		5 Elect	5
	Elective } Music		1 Elective } Music		1 } Music		5 History, Med	5
	Elective } Drawing		1 } Drawing		1 } Drawing		5 and Mod.	5
					Elective } Drawing		1 Geometry	5

### THIRD YEAR.

English	5	English	5	English	5	English	5
Latin	5	Physics, Advanced	5	History, English	5	Bookkeeping, Adv.	5
Mathematics Rev.	5	Mathematics Rev.	5	{ Math. Rev.	5	Stenography	5
Elect one { French	5	{ Elect one { French	5	Latin	5	Typewriting,	5
{ German	5	{ German	5	{ French	5	Business English	5
Elective { Music	1	{ Elective { Music	1	{ Phys. Adv.	5		
{ Drawing	1	{ Drawing	1	{ Elective { Music	1		
				{ Drawing	1		

### FOURTH YEAR.

English	5	English	5	English	5	English	5
Latin	5	Chemistry	5	History, U. S.	5	History, U. S.	5
History, U. S.	5	History, U. S.	5	Latin	5	Stenography, Adv.	5
{ French	5	{ Math. Adv.	5	{ French	5	Typewriting, Adv.	5
{ German	5	{ French	5	{ German	5	Business English	3
{ Chemistry	5	{ German	5	{ Chemistry	5	Com. Arith., Adv.	2
Elective { Music	1	{ Elective { Music	1	{ Math. Adv.	5		
{ Drawing	1	{ Drawing	1	{ Music	1		
				{ Drawing	1		

## ORDER OF RECITATIONS,

Bells.	Room 3. Mr. Butterfield	Room 11. Mr. Smith	Room 8. Miss Pescok	Room 1. Miss Hammond	Room 5. Miss Shaw	Room L. Miss Wishig
8.25	Office. M. W. F. Supervision T. T.	II. B. Physics	II. C. Geometry	III. Stenography	IV. B. U. S. History	IV. A. English.
9.12	I. A. Ancient History. T. W. T. F. Supervis'on M.	IV. A. Chemistry	III A. Algebra Geometry	IV. Stenography	I. D. English	IV. C. English.
9.59	I. B. Ancient History M. T. T. F. Supervis'on W.	IV. B. Chemistry	III. B. Algebra Geometry	IV. Business English. M. W. F.	IV. C. U. S. History	III. A. English
10.45						

## RECESS.

11.00	Office. T. T. F. Supervision M. W.	III. A. Adv. Physics	II. A. Geometry	I. Penmanship T. T.	IV. A. U. S. History	III. B. English
11.46	I. Ancient History. A. B. C. M. W. F. Supervis'on T. T.	III. B. Adv. Physics	II. B. Geometry	III. Business English	IV. German	IV. B. English
12.32	I. C. Ancient History. M. F. W. T. Supervis'on F.	II. A. Physics	IV. Adv. Algebr'a Solid Geometry. Trigonomet'y	II. Penmanship	III. German	III. C. English
1.18						

CLASS I.—Entering Class.  
 CLASS II.—Second Year.  
 CLASS III.—Third Year.  
 CLASS IV.—Graduating Class.

# HIGH SCHOOL, DOVER, N. H.

Room 7.	Room 9.	Room 13.	Room 10.	Room 6.	Typewrit'g	Room 13.	Ass'y Hall.
Miss Hayes	Miss Latham	Miss Barker	Miss Bradford	Miss Gleason	Miss Hammond	Miss Barker	Mr. French
I. Com. Geog. Com. Arith.	III. B. French	II. A. English	I. B. Latin	I. Phys. Geog. Botany.		III. Drawing M.	IV. Music W.
II. History	II. A. French	II. B. English	III. Latin	I. C. Algebra		II Drawing M.	II. Music W.
II. Com. Law. M. W. P. IV. Com. Arith. T. T.	II. B. French	I. A. English	IV. Latin	I. D. Algebra	III. B. Typewrit'g	I. Drawing M.	I. Music W.

## RECESS.

II. Bookkeep'g	II. C. French	I. C. English	I. A. Latin	I. B. Algebra	III. A. Typewrit'g	IV. Drawing M.	III. Music W.
III. History.	IV. A. French	II. C. English	II. A. Latin	III. A. French	IV. A. Typewrit'g	IV. Drawing M.	
III. Bookkeep'g	IV. B. French	I. B. English	II. B. Latin	I. A. Algebra	IV. B. Typewrit'g	II. Drawing M.	

Chorus Practice Wednesdays, fourth period.

Thursday Afternoon Session, 2.30-4, for "make up" work and assistance.

School Session, 8.20 -1.20,

**PROGRAM FOR  
SPECIAL TEACHERS AND JANITORS.**

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1910-11.  
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**MUSIC-- ARTHUR E. FRENCH.**

**WEEKLY.**

Monday, forenoon—Hale, 8.40-10.45; Belknap, V, 11.00-11.30. Afternoon—Varney, 1.40-3.30.  
Tuesday, forenoon—Sawyer, I-IV, 8.30-10.00; Peirce, 10.15-11.30.  
Wednesday, forenoon—High school, elementary harmony and chorus, 8.20-12.32.

**BI-WEEKLY.**

Tuesday, afternoon—Sawyer, V-VIII, 1.30-3.30 on odd weeks, and Sherman, 1.30-3.30 on even weeks of the school year.  
Wednesday, afternoon—High school, VII and VIII, and City Hall, 1.30-3.30 on odd weeks, and Belknap, V-VI and VI and VII, 1.30-3.30 on even weeks of the school year.

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**DRAWING—EVA E. BUNKER.**

**WEEKLY.**

Monday—High, 8.20-1.20.  
Tuesday, forenoon—Belknap, 8.30-10.45; City Hall, 11.00-11.30. Afternoon—Peirce, 1.30-3.30.  
Wednesday, forenoon—Hale, 8.35-10.00; High, VII and VIII, 10.20-11.20. Afternoon—Varney, 1.30-3.30.  
Thursday, forenoon—Sawyer, IV and V, 10.20-11.30. Afternoon—Sawyer, VI, VII, VIII, 1.30-3.30.

## BI-WEEKLY.

Thursday, forenoon—Sawyer, I, II, III, 8.35-9.55 on odd weeks of the school year; Sherman, 8.35-9.55 on even weeks of the school year.

## JANITORS.

## HIGH SCHOOL.

George F. Hersey, residence 40 Grove street.

5.30 to 11.30 A. M.; 12.30 to 4.00 P. M. Six days per week.

## SOUTH SIDE.

Alfred R. Sayer, Residence 42 Rutland street.

Varney, 8.00 to 8.30; 11.00 to 11.30 A. M.; 2.45 to 3.30 P. M.

Belknap, 8.45 to 9.15; 10.30 to 10.45 A. M.; 2.00 to 2.30 and 3.30 P. M.

Hale, 9.30 to 10.15 A. M.; 1.30 to 1.45; 3.45 to 4.00 P. M.

## NORTH SIDE.

Martin J. Galligan, Residence 39 Fourth street.

Sawyer, 8.15 to 9.00, 10.05 to 10.30 A. M.; 1.25 to 2.15 and 3.45 P. M.

Sherman, 9.05 to 9.30 A. M.; 12.45 to 1.10; 3.00 to 3.15 P. M.

Peirce, 9.35 to 10.00; 11.30 A. M.; 2.40 to 3.00; 3.30 to 3.40 P. M.



## GRADUATES OF THE GRAMMAR SCHOOLS.

1910.

## SAWYER SCHOOL.

Harriet Elizabeth Bemis,	Lillian Mabel Keevan,
Helen Gertrude Bickford,	Harry Elmer King,
Elmer Everett Blake,	Leon Arthur King,
Blanche Frances Brackett,	Nahala D. Leighton,
Annie Veronica Brennan,	Mary Anna Mallen,
Elsie Irene Clough,	Fred Lewis Martin,
Dwight Shaw Davis,	Charles Edwin Mitchell, Jr.,
Edith Emily Foss,	Albert John Nutson,
Lillian Austin Foss,	Ruth Gertrude Pemberton,
Anna Louise Goggin,	Helen Katherine Pray,
Napoleon Edward Godreau,	Forrest Raymond Remick,
Eugene Blanchard Goodwin,	Mary Phebe Robinson,
Maurice Edgar Hale,	Elmer Nason Sanders,
Hazel Marion Hanson,	Katharine Fogg Seavey.
Rolland Brewster Hurd,	Elizabeth Helene Severance,
Charles Henry Hussey,	Earle Franklin Stevens,
Dagmar Helen Isaacson,	Rollins Wentworth,
Martha Christine Isaacson,	Inez Leslie Worcester,
Alta Gertrude Jackson,	Thomas Harold Wiggin,
Clara Ruth Wheaton.	

## CITY HALL SCHOOL.

Margaret Irene Boyd,	Thomas Firth,
Richard Knott Boyle,	Blanche Louise Fiske,
Bertha May Brownell,	Walter Henry Forrest,
Elwood Lawrence Burleigh,	Hazel Marie Gillis,
Annie Louise Calcutt,	Edith Florence Holley,
Harold Wilbert Chesley,	Mildred Keniston,
Rachel Louise Davis,	Elsie Louise King,
Mollie Elizabeth Devereaux,	Mildred Florence King,
Gertrude May Donnelly,	Sarah Jane McNeil,
Marie Gertrude Douglas,	Elizabeth May Ordway,
Mildred Alicia Dyer,	Daniel Joseph Ryan,

Joseph Denis Ryan,  
 Manola Julia Sherry,  
 Joseph John Sherry,

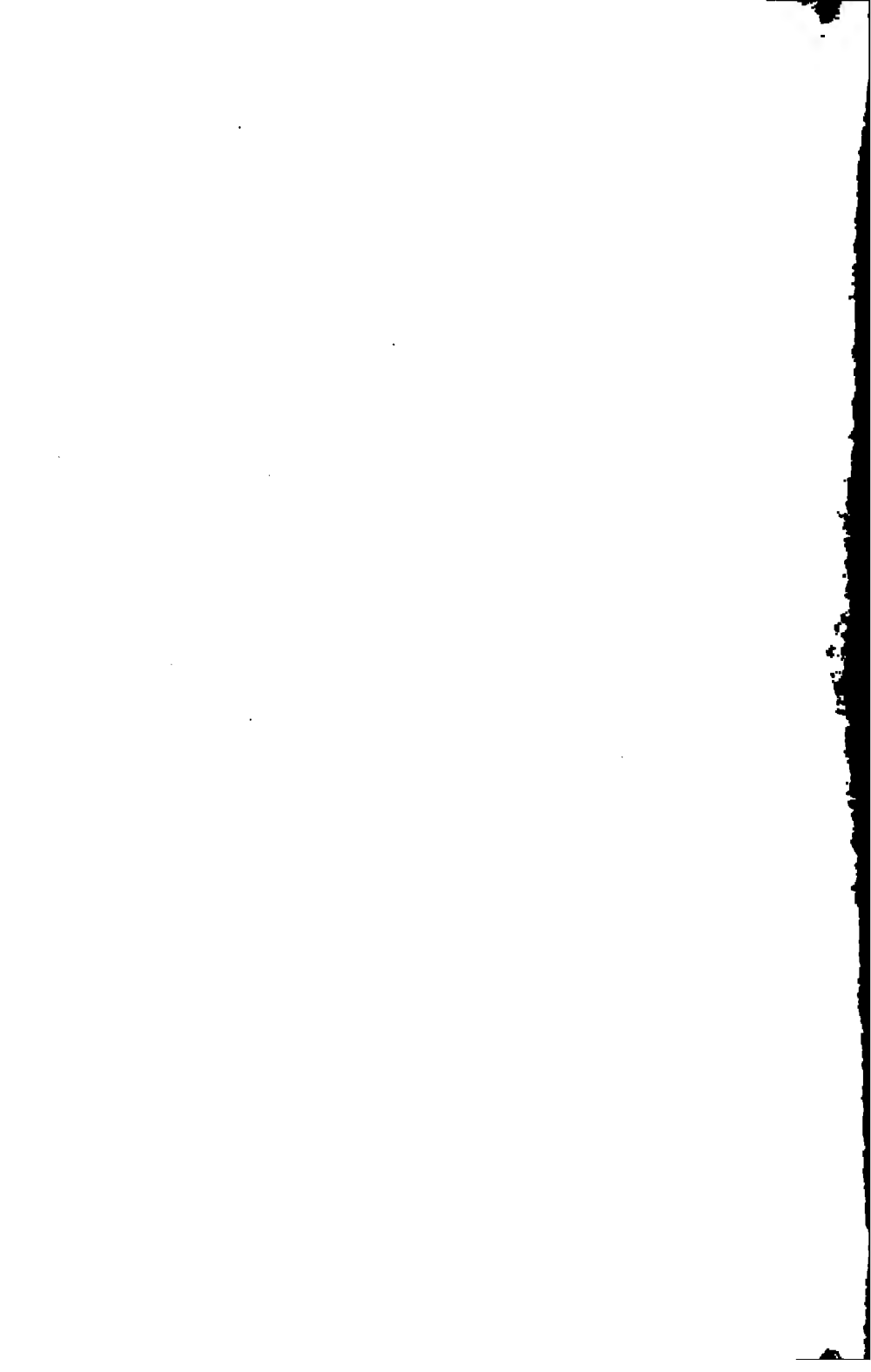
John George Taylor,  
 Eunice Margaret Varney,  
 William Lincoln Walker.

#### HIGH SCHOOL.

Frank Arlin,  
 Madeline Ruth Avery,  
 Ernest C. Chase,  
 Lena A. Clark,  
 William Edwin Colbath,  
 Gladys H. Colbath,  
 Eaton Cook,  
 Taylor Cook,  
 Teresa E. Connelly,  
 Lillian May Cronshaw,  
 Mary R. Cressey,  
 Freeman Drew,  
 Philip Emerson Everett,  
 George T. French,  
 Marion A. Gage,  
 Prudence George,

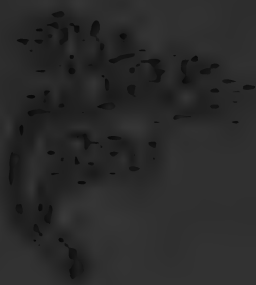
Annie M. Grady,  
 Dana E. Grady,  
 Helen Martha Grant,  
 Helen McClure,  
 Laurence Kivel,  
 Percy Mowry,  
 Albert Louis Nelson,  
 Louise M. Richmond,  
 John Hooper Rollins,  
 Helen Elizabeth Rowe,  
 Elmer Smart,  
 J. Everett Tinker,  
 Irma Titus,  
 Marguerite Toby,  
 Walter G. Willand,  
 Emma E. Wright,

Hazel S. Winn.



# PUBLIC SCHOOL

DOVER, N. H.



STUDENT NAME

DATE



DOVER, N. H., January 11, 1912.

TO THE CITY COUNCILS OF THE CITY OF DOVER:—

By vote of the school committee of the city of Dover, I have the honor to communicate to you the annual report of said committee to the city, adopted December 27, 1911, as prescribed by section 12, chapter 92, of the public statutes of the State of New Hampshire, of which report the reports of the superintendent of schools, the committee on finance and claims, the principal of the high school, the music teacher, the drawing teacher, and the truant officer, also herewith presented, were, by vote of the school committee made a part.

Respectfully submitted,

JAMES H. SOUTHWICK,

Secretary.

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# ORGANIZATION FOR 1911.

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Chairman,  
**CHARLES A. FAIRBANKS,**  
 360 Central Avenue.

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Secretary,  
**JAMES H. SOUTHWICK,**  
 665 Central Avenue.

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## SUB-COMMITTEES.

Qualifications of teachers—Fairbanks, (ex-officio), Mrs. Rines, Smith, Mrs. Scales, Richmond, Tolman.

Finance and claims—Foster, Wendell, Anthes, Southwick, Fairbanks.

Text-books—Southwick, McDuffee, Buzzell, Foster, Smith.

Music and Drawing—Anthes, Whelan, Southwick, Mrs. Rines, Dennis.

Health—Richmond, Killoren, Tolman, Anthes, Dennis.

High school—Fairbanks, (ex-officio), Foster, Wendell, Anthes, Killoren, Smith.

Grammar schools—McDuffee, Buzzell, Wendell, Tolman, Mrs. Scales.

Primary schools—Buzzell, Mrs. Scales, Killoren, Mrs. Rines, Whelan.

Suburban schools—Wendell, McDuffee, Mrs. Scales, Richmond, Dennis.

Evening school—Killoren, Foster, Southwick, Mrs. Rines, Whelan.

Private schools—Whelan, Southwick, Richmond.

Truancy—Tolman, Smith, Dennis.

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Auditors—Charles H. Foss, John D. McCooley.

Superintendent of Schools,

AUSTIN H. KEYES, (Until July 1.)

E. W. BUTTERFIELD, (After July 1.)

Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,

WILLIAM K. CHADWICK,

Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,

VALMORE H. CAVERLY,

Residence, 17 Kirkland Street,

Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

THE SCHOOL COMMITTEE, 1912.

Members.		Term Expires.
George J. Foster,	Ward 1.....	Jan. 1914
Charles E. Wendell,	" 1.....	Jan. 1913
John W. Hogan,	" 2.....	Jan. 1914
Mrs. Ellen T. Scales,	" 2.....	Jan. 1913
George E. Buzzell,	" 3.....	Jan. 1914
Charles A. Fairbanks,	" 3.....	Jan. 1913
Allen P. Richmond, Jr.,	" 4.....	Jan. 1914
John E. Anthes,	" 4.....	Jan. 1913
James N. Whelan,	" 5.....	Jan. 1914
Andrew Killoren,	" 5.....	Jan. 1913

## CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1.....	Jan. 1913
James H. Southwick,	" 2.....	Jan. 1914
Frederic E. Smith,	" 3.....	Jan. 1913
George A. Tolman,	" 4.....	Jan. 1914
James F. Dennis,	" 5.....	Jan. 1913

Annual meeting—The second Wednesday in January,  
at 11 o'clock, A. M.

Stated meetings—The second Thursday in each  
month, at half-past seven o'clock, P. M.

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 ORGANIZATION FOR 1912.
 

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Chairman,

CHARLES A. FAIRBANKS,  
360 Central Avenue.

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Secretary,

JAMES H. SOUTHWICK,  
665 Central Avenue.

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 SUB-COMMITTEES.

Qualifications of teachers—Fairbanks, (ex-officio),  
Hogan, Smith, Mrs. Scales, Richmond, Tolman.

Finance and claims—Foster, Wendell, Anthes, South-  
wick, Fairbanks.

Text-books—Southwick, McDuffee, Buzzell, Foster,  
Smith.

Music and drawing—Anthes, Whelan, Southwick,  
Dennis, Hogan.

Health—Richmond, Killoren, Tolman, Anthes, Dennis.

High school—Fairbanks, (ex-officio), Foster, Wendell, Anthes, Killoren, Tolman

Grammar schools—McDuffee, Buzzell, Wendell, Tolman, Mrs. Scales.

Primary schools—Buzzell, Mrs. Scales, Killoren, Whelan, Southwick.

Suburban schools—Wendell, McDuffee, Mrs. Scales, Richmond, Dennis.

Evening school—Killoren, Foster, Southwick, Whelan, Hogan.

Private schools—Whelan, Hogan, Richmond.

Truancy—Dennis, Smith, Tolman.

Industrial education—Wendell, Mrs. Scales, Smith, Anthes, Whelan.

Superintendent of Schools,

E. W. BUTTERFIELD,

Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,

WILLIAM K. CHADWICK,

Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,

VALMORE H. CAVERLY,

Residence, 17 Kirkland Street.

Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

**CALENDAR ADOPTED JUNE, 1911.****FOR THE YEAR 1911-1912.**

**All schools open September 5, 1911, for fifteen weeks to December 15, 1911.**

**Vacation two weeks.**

**All schools open January 2, 1912, for thirteen weeks to March 29, 1912.**

**Vacation two weeks.**

**All schools open April 15, 1912. High school ten weeks to June 21, 1912; other schools nine weeks to June 14, 1912.**

## REPORT OF CHAIRMAN.

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### TO THE SCHOOL COMMITTEE:

In the past I have had occasion to give expression to the following which I believe will bear repetition:

"The wonderful revolution which has marked educational methods during recent years is appreciated by few persons outside of those engaged in teaching the young. Indeed, the revolution is so fundamental in its character, that the very theory of the true function of education has undergone a radical change. The old methods, in which hard and fast rules were laid down, and the child's mind was treated much as an empty bottle that had to be filled with certain ingredients, is giving place to a system whose first purpose is the development of a well rounded character; an education in which the bearings of the various and many sided facts of life and their relationship to the individual, assume proper proportions in the expanding of the intellect of the child. The New Education develops rather than represses originality; it nourishes the mind and feeds the imagination; it gives health to the intellectual vision and calls into activity what ever is best in the youthful mind and by so doing gives to life a fullness, richness and satisfaction impossible under the old irksome and passive regime." The schools of this city compare favorably with any in the state. Our youth, for their good, and as an aid to our future prosperity, should have every educational advantage consistent with a reasonable expenditure.

Never were our schools in better condition than today. Six years ago we graduated from our High school twenty-four pupils; in June of the current year, seventy-three. More and more of our graduates are going on each year to normal schools, technical schools, and col-

leges, and our young people are becoming better educated every year. I believe the people in this community desire the largest opportunities and the best advantages that can be had for their children.

I can conceive of no family with children moving into, or any family which could get out remaining in, a community devoid of school privileges. Neither do I believe it adds to the growth, stability, or prove a city a desirable place in which to live to decry the best asset any community can by any possibility have.

In my belief the "poor taxpayer" dodge as the slogan of the political self seeker has had its day. The man who does not pay much of any taxes directly is going to have something to say about the matter to a larger extent than ever before as the days go on.

He is going to have the best of schools and will see that the teachers are properly compensated; that there shall be reasonable and just compensation laws for those maimed for life or temporarily injured in the line of duty; that there shall be institutions maintained by the state to a larger extent than ever before for those mentally and physically afflicted. If I can read the signs aright the rent-payer now, and in the future, will be considered fully as much as the tax-payer. If this is not true I would like to have some one explain to me the cause of the spirit of unrest and the growth, progress, and development of the socialistic movement the world over. And not the least of the cherished objects is a thirst of knowledge and the desire for an education.

Last June Dr. A. H. Keyes resigned as superintendent of schools to accept, what seemed to him, a more desirable position at Needham, Mass. For seven years Dr. Keyes held this position with marked credit to himself and of great benefit to our schools. Courteous, cultured, indefatigable in his efforts, his work has left



an impress on the youth of this city that the future, if not the present, will make manifest.

The vacancy created by his resignation was filled by the election of Mr. E. W. Butterfield, late principal of our High school, whose familiarity with our school system, and his natural and acquired abilities, will make him a worthy successor.

#### NEW SCHOOL BUILDING.

On August 25, 1910, a joint committee from the city councils and the school committee appointed to consider the advisability of building a new grammar school submitted a report, of which the following quotation formed a part:

#### NEED OF A BUILDING.

"We have at the present time two grammar schools in the high school building and one in the basement of the city hall. Our high school is constantly growing in the number of pupils, in six years from 170 to 312; and the prospect for this year is 325 pupils. The number of teachers has increased from six to eleven and every available room is taken. The library of the school has to be used for a recitation room, and the drawing room has been fitted up with desks this summer also for a recitation room in other studies. The high school is hampered even now for the lack of room. The two rooms occupied by the grammar schools are needed now by the high school. The high school will grow still larger and the present need will become greater.

In regard to the other grammar school now held in the basement of the city hall, your committee feel that it is not a suitable place for a school. The children have no place to play except in the streets; the ventilation of the room and the sanitary arrangements are not the best; the city officials are discommoded to some

and wealth grow, they come to read the same books, and to think the same thoughts. They follow the same flag. They stand side by side on the same battlefields. The kindly charities of life melt the ice. The touch of nature that makes the whole world akin makes one family of them also."

#### MANUAL TRAINING.

Last year I wrote at length upon the question of industrial training in our schools. There is no necessity of again discussing the matter discursively. We are already far behind many other cities in the state in this line of instruction.

To meet the growing demand for teachers in the industrial training departments of public schools the New Hampshire State college has established a normal course in manual arts. The establishment of this new course should go a long way toward relieving the famine of really competent manual training teachers. Describing the experiment, the professor of the Mechanical Engineering department says:—"I expect, that the course of study which New Hampshire college has laid down will serve to greatly increase the value of manual arts high schools and make them more and more what they should be. The course will make it possible for a young man or woman of ability to achieve success in a rapidly growing and lucrative field of work."

Superintendent Butterfield in his annual report will present a tentative plan for the commencement of such instruction which I believe should have the encouragement of the school committee and with which I personally am in full accord.

Respectfully submitted,

CHAS. A. FAIRBANKS,

Chairman.

# ANNUAL REPORT

## OF THE

### Committee on Finance and Claims.

#### TO THE SCHOOL COMMITTEE.

The committee on finance and claims makes the following report as to the receipts and expenditures of the board during the year ending December 31, 1911 :

The resources of the committee, apart from the special appropriation for evening school and text-books, were as follows :

#### RESOURCES.

Balance, December 31, 1910.....	\$1,167 47
Appropriation by law. ....	29 692 50
In excess of required sum.....	5,307 50
Tuition from non-resident pupils.....	3,071 00
From dog licenses.....	859 55
Literary fund from state treasurer.....	903 54
From library for janitor and coal.....	800 00
Income of Perkins medal fund.....	34 00
	<hr/> \$41,835 56

#### EXPENDITURES.

Expended .....	\$41,251 75
Balance.....	<hr/> \$583 81

#### GENERAL EXPENSE ACCOUNT SUB-DIVIDED.

Fuel .....	\$2,560 98
Salaries.....	31,242 64
Care of rooms.....	2,833 85
Books, printing and stationery.....	680 56
Transportation .....	2,261 20
Miscellaneous .....	1,672 52
	<hr/> \$41,251 75

## SPECIALS.

## TEXT-BOOKS AND SUPPLIES.

Appropriation for 1911.....		\$2,100 00
Sale of books.....		49 24
		<hr/>
		\$2,149 24
Deficit for 1910.....	\$48 66	
Expended in 1911.....	2,034 56	
	<hr/>	\$2,083 22
		<hr/>
Balance .....		\$66 02

## EVENING SCHOOL.

Balance from 1910.....		\$8 03
Appropriation for 1911.....		900 00
		<hr/>
		\$908 03
Expended.....		844 62
		<hr/>
Balance .....		\$63 41

## BALANCES.

General appropriation.....	\$583 81
Text-books and supplies.....	66 02
Evening school.....	63 41
	<hr/>
Balance December 31, 1911.....	\$713 24

Respectfully submitted,

GEO. J. FOSTER,

CHARLES E. WENDELL,

J. E. ANTHER,

J. H. SOUTHWICK,

CHAS. A. FAIRBANKS,

Committee on Finance and Claims.

## REPORT OF AUDITORS.

We, the undersigned, have examined the books, papers, and accounts of William K. Chadwick, treasurer of the school committee, and find them correctly kept, rightly cast, and vouched for, and that the sum of \$713.24 remains in the hands of the treasurer, which we find to be on deposit in the Strafford National bank.

We have also examined the receipted bills in the hands of the secretary, and find them to be properly approved by the committee on finance and claims, receipted in full, and to correspond with the orders on the treasurer drawn therefor.

CHARLES H. FOSS,

JOHN D. MCCOORY,

Auditors.

Dover, N. H., December 30, 1911.

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ESTIMATES FOR 1912.

## TO THE SCHOOL COMMITTEE:

The committee on finance and claims, having carefully considered the necessities for the schools for the year 1912, report as follows:

## GENERAL APPROPRIATION.

Fuel.....	\$2,600 00
Salaries .....	31,700 00
Care of rooms and cleaning.....	2,850 00
Books, printing and stationery.....	600 00
Transportation .....	2,300 00
Miscellaneous .....	1,600 00
	<hr/>
	\$41,650 00

## RESOURCES.

Balance.....	\$713 24	
Literary fund (estimate).....	850 00	
Tuition (estimate).....	3,000 00	
Dog licenses (estimate).....	800 00	
Library, for janitor and fuel..	800 00	
Perkins medal fund.....	34 00	
	<hr/>	\$6,197 24
Needed from city by appropriation.....		\$35,452 76

## TEXT-BOOKS.

Estimated cost of text-books and supplies..	\$2,100 00
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## EVENING SCHOOL.

An appropriation for evening school.....	\$900 00
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## IMPROVED SANITATION OF SCHOOLHOUSES.

Appropriation for 1912.....	\$300 00
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## MANUAL TRAINING AND DOMESTIC SCIENCE.

Appropriation for 1912.....	\$1,500 00
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 APPROPRIATIONS FOR 1912.

## TO BE EXPENDED BY THE SCHOOL COMMITTEE.

For school purposes as required by law....	\$28,672 50
In excess of required sum.....	7,327 50
Manual training and domestic science....	1,500 00
Text-books and supplies.....	2,100 00
Evening school.....	900 00

## TO BE EXPENDED BY THE CITY COUNCILS.

Repairs on schoolhouses.....	\$3,000 00
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**ANNUAL REPORT**  
**OF THE**  
**SUPERINTENDENT OF SCHOOLS.**

---

**TO THE SCHOOL COMMITTEE OF THE SCHOOL DISTRICT OF THE CITY OF DOVER:**

I submit herewith my first annual report as superintendent of the schools of Dover.

**PUBLIC SCHOOLS.**

The purpose of the state and the municipality in maintaining public schools is not in charity to assist parents in the performance of their duty to educate their children nor is it as a benevolence or a loan to assist children so that through an education they can find the way to easy trades and comfortable professions. Our public schools, then, do not have as their primary duty the financial aiding of parents in the bearing of the burdens of parent-hood nor the rendering of assistance to ambitious children who desire to rise in the world. Schools do both of these things yet they are but incidental results of free education.

The great purpose of public schools, and their only excuse for being, is to make citizens. The state by its laws requires the municipalities to provide free schools, and from its treasury it aids in their support. It takes from the parent his natural control of the time of his children and sends them to school. It does this at great expense, for in a democracy all have the power of ruling, and the state can in no way safeguard its existence but by training children to become efficient citizens. New Hampshire should train its children to be-

come citizens of New Hampshire, and not to fill some supposed need in another state. Dover should train its children for full living in Dover and not to run Boston street cars or teach New York children.

In each town and each city the condition is the same. Young people grow up with the idea that the home town offers nothing to them, but that a fortune must be sought in other towns. Thus a grand exchange takes place of young people of equal ability without resulting advantage to either. Many of those who hold the best positions in Dover, and many of those who are making the most money here were born in other towns, and the opportunities which they seized, our Dover boys overlooked while seeking similar success in Portland or Haverhill. Our chief aim in our schools should be to fit for life in Dover.

Too frequently communities have lost sight of this purpose of schools and have aimed at giving the few opportunities for advanced schooling rather than of fitting all for their immediate environment. School systems have been judged by the number of graduates who go to college. In judging the efficiency of a school system this is a criterion of little value. Yet many towns with this mistaken idea have taxed themselves largely for the benefit of those who are to seek their livelihood in other cities and lightly for the benefit of those who are to live in their midst. Dover must continue to send to the colleges, normal schools, and technical schools many of its young people but with the hope that these are not permanently lost to Dover, but will return to teach in our schools, to be our doctors and dentists, and be master mechanics in our mills.

This is not a new idea in Dover but it is the ideal toward which the schools have been moving for some years. Beside our college course, we have developed a commercial course worthy of the name. In this we are fitting young people for clerical and mercantile work



and are meeting successfully the demand that these Dover positions be filled by Dover trained youth. We have as yet done little to fit for the most efficient citizen, ship those who are to run the farms of this rich agricultural region, those who are to do mechanical work in this industrial city, and those who are to control its homes and social life.

If our school system could reach its final point of efficiency it would be able to fill every place that came open in Dover by one fitted for the work demanded. We wish to do two things. First, to fit our young people for positions, and second, to find for them these positions. To this end we call for help upon the employers of labor to notify us of their wants and to employ upon our recommendation.

The Dover schools are in excellent condition, and without fear of the results might invite comparison with the schools of any similar city. In no city is the ground work of education, the old fundamental studies, more thoroughly taught than here. It is a favorable time then to take the next step towards fitting the schools to the present needs of Dover.

#### INDUSTRIAL EDUCATION.

For a number of years the present chairman of the board and his predecessor have publicly called attention to the great need of industrial education in our schools. I wish to recommend the introduction of Domestic Science and Manual Training in our elementary schools with the next school year. By Domestic Science I mean for the girls, the elements of cooking, sewing, laundry work, and household economics. By Manual Training I mean for the boys, the elements of carpentry, and the use of wood-working tools.

Already the other New Hampshire cities of our class are ahead of us. Berlin, Concord, Exeter, Keene, Laconia, Manchester, Nashua, and Portsmouth, and the

smaller towns, Alton, Colebrook, Derry, Gilmanton, Hopkinton, Whitefield, and Wolfeboro are but a small part of those where work of this class is now done.

We must have industrial education in our elementary schools not only to fit the children for their environment but also for its educative value. In the olden time most children lived on farms or under rural conditions. The boys worked with their fathers in field and shop, and the girls with their mothers in the duties of the home. Both became skilled workers. Today, the father works all the week in a factory or elsewhere away from his son. In an increasingly large number of cases the mother, too, finds employment outside the home, and in many other cases our social organization has become such that the girl has little chance to learn the science of domestic work and the art of making a house a home. In any case when the child goes to work we expect the complaint "he does not know how to use his hands," or "she knows nothing about work." In order to give the child effective control of his nerves and muscles they must be trained to action at the time of their development, that is, before the fourteenth year. Beside all this, such training will give to Dover in the years before us more thorough workers, more satisfactory homes, and will rescue honest labor from the stigma that has been brought upon it by excessive devotion on the part of the schools to books and book learning.

I recommend that sewing be taught to the girls of the sixth, seventh, and eighth grades, and cooking to the girls of the seventh and eighth grades, and that manual training be taught to the boys of the sixth, seventh, and eighth grades. The time for instruction would need to be about two hours a week in each grade. A single teacher could handle all the work in domestic science, and a single teacher all the work in manual training.

We could get the time for this without further crowding the child by the omission and correlation of some parts of our elementary curriculum. For instance, certain parts of the geography may be omitted without injury, and the algebra of the eighth grade would be reserved for the High school where it belongs. The Manual Training and the Domestic Science may be correlated with the study of arithmetic, as each brings with it constant mathematical work.

We have two vacant school rooms in the Sherman building. I recommend the temporary placing of Domestic Science there. One room should be fitted up with range, sinks, cupboards, and tables with gas plates for a class of twenty-four. The other room should be connected with this, and should contain in one part the table and equipment of a dining room. In the other part, sewing machines and chairs for the work in sewing. The total cost of equipment, sewing machines, tables, range, kitchen and cooking outfit would be less than \$500; that is, considerable less than the cost of the typewriters as bought for the High school. The cost of the teacher would be what we would pay for an experienced teacher of other subjects. The cost for supplies used would not be greater than we now pay for supplies used in drawing.

The Manual Training for the boys I would place for the present in the evening school room of the city hall. A part of the best lighted section of the room could be taken for this and still leave ample room for the evening school. The cost of the individual benches, tools and equipment needed would be about \$400, and the cost of supplies would be less than the supplies needed in book-keeping. A satisfactory teacher would cost rather more than one in Domestic Science.

I wish to make my position concerning the Sherman school entirely plain. It is not suited to ordinary class work and should be abandoned at the earliest practica-

ble moment. Its situation is unfortunate and its usual approach by Main street and School street is one to which parents object with good reason. It has no play ground and its basements are dark and unwholesome. On the other hand, the building is centrally located and easily reached from all our grammar school buildings. The class rooms, too, are well lighted and pleasant. So long as the building must be used for school purposes it is better fitted for domestic science than for grade school rooms. The lack of a play ground and of suitable basements are of less importance to pupils coming to the building but once a week for a short period, and there can be no valid objection to girls of the upper grammar age approaching the building by Chapel street and Mechanic street. It is understood that this should be but temporary quarters for the domestic science, and the whole equipment could be moved at little expense and set up in suitable rooms when they are provided.

Lack of playground and absence of ventilation make the basement of the city building an unfit place for the eighth grade that is housed there. The location, however, is central and ventilation could be easily secured for manual training as draughts, which are dangerous for children seated at their desks, are harmless for boys standing at their work benches.

In September the number of first grade children at the South End was found to be so great that the Welch school was reopened, taking the place of the first grade Sherman school that was closed in June. We were able at the same time to close the school at the Lower Neck and transfer the children to the city schools. As a result, we are running this year with one less teacher than we have had for many years. Therefore in asking for two teachers for the industrial education I am asking for but one teacher more than we have had until this year.

**TEACHERS.**

The changes in the teaching force have fortunately been few this year. At the close of the winter term Wilma Curtis of the Sherman school, sixth grade, resigned and her place was filled with the election of Edith E. Meserve. In June the resignations were received of Principal W. D. Davis and Gertrude O. Hobbs of the Sawyer school, Mary E. Scruton of the Peirce school, Cora M. Farmer of the City Hall school and Della M. Bedell of the High school, seventh grade. The teachers elected were Leonard O. Merrill as sub-master of the High school, William F. White as principal of the Sawyer school, Mrs. Edna F. Rines, Miss Florence A. Morrison and Miss Bernice E. Stearns for the fifth grade Sherman school, City Hall school, and seventh grade High school respectively.

The school system is fortunate in this selection of teachers. Mr. Merrill had made a good record in a nearby town where his work was appreciated and his worth known. Mr. White and Miss Stearns are Dover young people who in other cities have gained the experience necessary for successful teaching. Miss Morrison, too, is a resident, and after a year's absence as teacher in another state, has returned to work in our schools. Mrs. Rines is a teacher of experience who, as a member of the school committee, has been in close touch with the Dover schools.

However much may be added to the personnel of our teaching force by the wise selection of new teachers, the real strength of our system lies with our teachers who have seen long service in Dover. No other city, I believe, has so large a proportion of teachers who have given invaluable years to its service. The labors of these devoted women has never been fully appreciated and the reward due them can be measured only in the life and character of the hundreds who have been their

pupils. I believe that we must look forward to the time when we can give these worthy servants honorable retirement at a reasonable pension.

#### THE WORK OF THE SCHOOLS.

During the year the English Course for the elementary schools was published and is used in all rooms. It has put into printed form the work of each year and is a most necessary book for the guidance of the teachers in Dover.

An admirable system for work in arithmetic was prepared by my predecessor and has been in use for several years. This system was in manuscript form in the teachers' hands and much had to be dictated to the pupils. It is evident that this plan is not economical of time or strength, and the pupils should have printed books in their hands. During the year the books of the second and third grade were published, and I hope that the work of the other years may be put into permanent form in the next year or two.

#### THE HIGH SCHOOL.

In June the school committee selected Mr. Melvin M. Smith for principal of the High school. Mr. Smith had merited this promotion by years of efficient service and by thorough familiarity with the duties of the position. The wisdom of this choice is shown by the opening of a most vigorous and satisfactory year at the High school. No High school teacher has resigned during the year and the election of Mr. Merrill as sub-master has been the only change in the teaching force. Here is the secret of the strength of our High school as compared with many others. We have been able usually to pay salaries sufficient to keep good teachers, and they become increasingly efficient year by year.

The High school continues to grow. We graduated in June a class of seventy-three, a class much larger

than we have had before; yet in spite of this large loss the school is larger than ever before. This growth is bound to continue. Each year a larger proportion of our elementary graduates enters the High school, and fewer pupils drop out with their course unfinished. In measure as we are able to further modernize our school and fit it to the needs of Dover we shall need to continue to record each year an increase in numbers. The number of tuition pupils must increase also, and these pupils are a valuable addition. The tuition charged the towns from which they come is all that the law allows the towns to pay, and is sufficient so that we are not losers by the transaction. Through their admission we are able to have a better school than we should have otherwise and without expense to the city. An additional advantage is the commercial one, that these eighty High school pupils from other towns bring trade here to the extent of thousands of dollars which would go elsewhere if they went to other schools. The table below shows the yearly increase in tuition receipts.

1904 .....	\$888 00
1905 .....	1,401 83
1906 .....	1,654 00
1907 .....	1,941 00
1908 .....	2,128 75
1909 .....	2,246 00
1910 .....	2,824 50
1911 ... ..	3,071 00

#### THE EVENING SCHOOL.

It is very evident that the population of Dover is changing rapidly through the coming of immigrants from the eastern Mediterranean region. These immigrants are usually the more restless, ambitious, and sturdy and often the more ignorant in their home communities. It is most important that we do all that is in our power to train them for honest living and American

citizenship for they are with us, and are here to remain. We are getting into our schools now, many of their children and through our evening school are teaching the rudiments of an English education to those who are above the required age for school attendance. We are spending no money to better advantage than that which is expended for the evening school, nor have we any pupils more appreciative and eager to learn than these young men and women. The list of teachers follows:— William F. White, principal, Ida B. Hanson, Mary E. Twombly, Grace B. Henderson, John Daeris, Bagdasor Baghdigian, Thermistocles Yaxis. It is worthy of note that the first four of these are experienced teachers in our day schools and that Mr. Daeris and Mr. Yaxis are native Greeks, and Mr. Baghdigian an Armenian. Mr. Yaxis and Mr. Baghdigian are students at New Hampshire college.

#### SCHOOL BUILDINGS.

The committee on repairs of schoolhouses have labored to the best of its ability to keep our schoolhouses in repair. Unfortunately, the appropriation proved not sufficient for the needs of the year and has delayed some repairs that otherwise should have been made. I hope that beyond the ordinary repairs upon the buildings, we may be able to improve the lighting of some of our rooms by changing the seating, and that we may begin the introduction of sanitary drinking fountains in some of our schools.

#### A NEW GRAMMAR SCHOOL BUILDING.

Dover is unfortunate in that it has no modern building for elementary schools, and the time is approaching when the demand for such a building will become imperative. The Belknap school is over-crowded, the High school is working at a great disadvantage, and



must soon have the entire building, the basement of the city building is not a suitable place for a regular school, and there are many complaints from parents whose children are assigned to the Sherman school. The erection of a new building will relieve all this. In addition, this school should be equipped for the manual training and domestic science which I have recommended be introduced this year in temporary quarters in the Sherman school and the rooms of the evening school. There is no diminution in the number of pupils in our schools. We have gained ninety over last year and have a larger enrollment than in any recent year.

#### THE CHILD LABOR LAW.

The new Child Labor law passed by the legislature of 1911 has been in operation since May. Since that time 250 certificates have been granted. The law has added largely to the duties of the superintendent of schools as well as to the duties of city clerk, city physician and truant officer. It is, however, an effective law and is working well. In at least three particulars it is an improvement over the old law. (1) The child must file proof that he is of the necessary age before the certificate is granted. Under the old law the parent's oath was accepted, a fact taken advantage of by greedy and unscrupulous parents to the detriment of the child. (2) No child between fourteen and sixteen can receive a certificate unless he has attended school regularly during the preceding year. This provision is greatly improving school attendance. (3) The health of the child is safeguarded as the certificate cannot be granted till the city physician has certified that he can do the work intended without physical detriment.

#### CONCLUSION.

I wish to take this opportunity to thank the school

committee for the honor conferred by them in transferring me from my work as principal of the Dover High school to the superintendency of the Dover schools, and in particular I wish to thank the chairman of the committee for the constant advice and helpful suggestions which arise from his ripe experience and thorough knowledge of the schools of Dover.

Respectfully submitted,

E. W BUTTERFIELD.

Dover, N. H., December 27, 1911.

# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE HIGH SCHOOL.

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TO THE SUPERINTENDENT OF SCHOOLS:

Sir:—I submit herewith my annual report as principal of the Dover high school.

	1909-10	1910-11	1911-12
First term, total enrollment.....	308	323	331
First term, per cent of attendance	96.07	97.92	97.40
First term, number of tardiness..	104	33	37
First term, per cent. left school..	4	3.7	3.6
Enrollment end of term.....	296	311	319
Tuition pupils.....	64	67	79

#### ENROLLMENT BY CLASSES.

	1st yr.	2nd yr.	3rd yr.	4th yr.	Totals.
Boys .....	45	34	33	28	148
Girls .....	59	49	42	31	183
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	104	83	75	59	321

#### Post-graduates:

Boys .....	8	
Girls .....	2	10
	<hr/>	<hr/>
		331

The enrollment shown above for the term ending December 15 is highly satisfactory, showing as it does no falling off in comparison with previous years.

#### POST-GRADUATE PUPILS.

The number of post-graduate pupils registered is much larger than usual. The majority of those so en-

rolled are taking a fifth year of work in preparation for college. This, I believe, is for the advantage of both school and pupil. So long as the school exercises its certificate privilege it cannot be too careful to secure the most thorough preparation on the part of pupils recommended.

Pupils who are anxious to go to college but who find it difficult through immaturity, delicate health, or other reasons to comply with our exacting requirements for admission should be strongly urged to devote five years to this work. The results in lessened nervous strain and increased self-command and maturity will more than counter-balance the time lost.

#### CHANGE IN ENTRANCE REQUIREMENTS.

Attention has been called in previous reports to the requirements for admission to Wellesley, Smith, and Mt. Holyoke colleges. It has been necessary for a candidate for these colleges to offer one credit in a third foreign language. This could only be done by taking five studies in the fourth year of the course. It is gratifying to be able to report that Wellesley has this year so modified her requirements as to permit of the substitution of one credit in United States history for the foreign language.

That so few changes have been made in the teaching force has been greatly to the advantage of the school. At the opening of the session I found an efficient corps of assistants thoroughly familiar with the routine and acquainted with individual pupils. To their hearty co-operation is due the measure of success we have attained.

Respectfully submitted,

MELVIN M. SMITH,

Principal of the High School.

Dover, N. H., December 15, 1911.

**REPORT**  
**OF THE**  
**TEACHER OF MUSIC.**

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**TO THE SUPERINTENDENT OF SCHOOLS:**

Sir:—I have the honor to hand you herewith my annual report.

It is with regret that I must admit that the results of the work for the school year ending June, 1911, in the grades, show an average falling off. I am glad however, to be able to report that since the opening of the new school year there are signs of improvement, and I confidently expect that the end of the present school year will see most, if not all the lost ground recovered.

In the high school the year has begun auspiciously, and the chorus of enthusiastic young people are working well.

We have, as in recent years, four periods in Elementary Harmony; two of them however, are for first year pupils. The second year pupils, with one exception, were unable to arrange their recitations in other subjects so as to take advantage of the period assigned for their recitation in music. This emphasizes the point made in my report last year in regard to the desirability of establishing a music course in the high school that shall have a standing equal with the commercial department, and fit young people who desire to follow a musical career for their life work. Such a course has been found feasible in other high schools and, with the interest that has already been manifested, there is ap-

parently good reason to believe it would be appreciated in ours.

I desire also, to herein acknowledge my obligations to all who have faithfully co-operated to make this a successful year.

Respectfully submitted,

A. E. FRENCH.

# **REPORT**

## **OF THE**

### **TEACHER OF DRAWING.**

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**TO THE SUPERINTENDENT OF SCHOOLS:**

Since my last report of the department of drawing an enthusiastic interest was taken in the added feature of art training in the form of handicraft. While the pupils were much limited for materials to work with, what could be collected was made use of and much welcomed by teachers and pupils. The results were displayed along with the drawings in pencil, charcoal and color at our annual exhibition the last of the Spring term. The few who were interested in this work of the schools and were present at the exhibition, expressed themselves as much pleased with the progress in drawing and constructive ability shown by the pupils.

The work in the grades consisted of nature drawings of flowers, fruits and vegetables, object drawing and design. Constructive work with paper, cloth, yarn and plasticine modeling, and these are steps in manual training. The high school made good progress as a whole, some pupils showing more than average talent in free hand and mechanical drawing.

The present members of the mechanical classes who are adapting themselves to the necessary application needed to succeed, are giving promise of more rapid progress the rest of the school year and we hope to make good for any short comings of the past.

The free-hand pupils are also gaining a measure of skill in the use of pencil, brush and charcoal as mediums of expression.

The number of high school pupils electing drawing is an encouraging sign of appreciation of the value of such instruction, and this shows the necessity of at least two days instead of one being given for this work, for it is readily seen that with cramped room conditions and with both mechanical and free-hand classes in the same periods it is quite impossible to give the proper attention to each class and bring about the best results.

To have these classes by themselves would be for the benefit of all concerned.

I wish to express my thanks for all the help afforded by the teachers and superintendent in this work and to report that the pupils look forward to "drawing day" with pleasure.

Respectfully,

EVA E. BUNKER.

Dover, N. H., December 30, 1911.



# REPORT

## OF THE

### TRUANT OFFICER.

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To THE SCHOOL COMMITTEE:

I respectfully submit the following report for the year 1911.

Number of complaints from teachers.....	446
Number of complaints from the superintendent .....	2
Number of complaints from the Sacred Heart parochial school.....	8
Number of complaints from St. Joseph's parochial school.....	73
Number of complaints from French parochial school.....	28
Whole number of complaints received... .	557
Number of cases of absence investigated...	510
Number of cases of tardiness investigated..	47
Number of children found absent without good reason.....	70
Number found to be truant.....	60
Number found at work illegally.....	1
Number of visits to schools.....	557
Number of visits to families.....	557
Number of visits to manufacturing establishments .....	44
Number of arrests.....	3
Number of children prosecuted.....	2
Number of parents prosecuted.....	1

V. H. CAVERLY,

Truant Officer.

Dover, N. H., December 27, 1911.

**TO THE SCHOOL COMMITTEE:**

I have the honor to submit herewith my report relative to the enumeration of children assigned to me by vote of your board.

The results of the enumeration are as follows:

Number of children between the ages of five and sixteen years :

Boys.....	1,080
Girls.....	1,147

Total .....	2,227
Number between ten and sixteen years who cannot read and write in the English language.....	15
Number of those born in New Hampshire.....	4
Number born elsewhere in the United States.....	3
Number born in foreign countries.....	8

Total .....	15
Number between the ages of five and eight who do not regularly attend school (about) .....	80
Number between the ages of eight and fourteen who do not regularly attend school.....	4
Number between the ages of fourteen and sixteen who do not regularly attend school .....	130

Respectfully submitted,

V. H. CAVERLY,

Truant Officer.

December 27, 1911.

## **APPENDIX.**

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### **STATISTICS.**

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#### **TEACHERS.**

Number of teachers during the year 1910-1911:

High school.....	11
Grades 5-8 .....	15
Grades 1-4.....	17
Ungraded schools.....	3
Music teacher.....	1
Drawing teacher.....	1
Total .....	<hr/> 48
Number of male teachers .....	4
Number of female teachers.....	44
Number of teachers who have graduated from a normal school .....	16
Number of teachers who have graduated from a training school .....	14
Number of teachers who have graduated from college.....	10

# SCHOOL DIRECTORY.

DOVER, N. H.

Name.	School.	Grade.	Residence.
E. W. Butterfield .....	Supt. of Schools.....		292 Locust St.
Melvin M. Smith .....	High.....		110 Locust St.
Leonard O. Merrill.....	"		35 Silver St.
Lou P. Smith.....	"		110 Locust St.
Caroline E. Hammond.....	"		13 Broadway.
Marjorie W. Shaw.....	"		7 West Concord St.
Maude Winship .....	"		84 Silver St.
Mabel L. Hayes.....	"		8 Spring St.
Lillian L. Latham.....	"		21 Church St.
A. Louise Barker.....	"		10 Richmond St.
Maude M. Bradford.....	"		19 Richmond St.
Belle Gleason.....	"		10 Richmond St.
W. F. White.....	Sawyer.....	8	30 Fourth St.
Carrie S. Hanson.....	"	7	14 Silver St.
Helen M. Clark.....	"	6	94 Portland St.
Elizabeth C. Davis.....	"	5	Cocheco St.
Jennie F. Philbrick.....	"	4	50 Mt. Vernon St.
Grace B. Henderson.....	"	3	831 Central Ave.
Carrie B. Drew.....	"	2	43 Silver St.
Hattie J. Bickford.....	"	1	23 Oak St.
Ida B. Hanson.....	Belknap.....	7	14 Silver St.
Mary E. Twombly.....	"	6	120 Central Ave.
Gertrude F. A. Lyons.....	"	6-5	52 Belknap St.
Alice H. Davis.....	"	5	162 Central Ave.
Florence A. Morrison.....	City Hall.....	8	169 Mt. Vernon St.
Grace E. Lawrence.....	High.....	8	7 West Concord St.
Bernice M. Stearns.....	"	7	132 Court St.
Edith E. Meserve.....	Sherman.....	6	20 Lincoln St.
Edna F. Rines.....	"	5	113 Portland St.
Bertha Arnstein.....	Peirce.....	4	40 Watson St.
Hittie F. Ham.....	"	3	Tolend.
Alice E. Murphy.....	"	2	13 Orchard St.
Jennie S. Smith.....	"	1	5 Milk St.
Mollie F. Flynn.....	Varney.....	4	South Berwick, Me
Angie G. Osborne.....	"	3	15 First St.
Grace E. Winkley.....	"	2	7 West Concord St.
Mary W. Whiteley.....	"	1	Mt Pleasant.
Grace E. Lawlor.....	Hale.....	4	265 Washington St.
Katherine A. Murphy.....	"	3	38 Oak St.
Edith A. Gowen.....	"	2	220 Washington St.
Mary McDonough.....	"	1	24 Mill St.
Emily S. Folsom.....	Welch.....	1	290 Locust St.
Mary T. Towle.....	Back River.....		R. F. D. No. 1.
Mildred Smith.....	Upper Neck.....		366 Central Ave.
Arthur E. French.....	Music.....		86 Mt. Vernon St.
Eva E. Bunker.....	Drawing.....		110 Locust St.

## SALARIES.

## GRADRD SALARIES.

First year.....	\$300 00
Second year.....	350 00
Third year.....	400 00
Fourth year.....	450 00
Fifth year.....	500 00
Sixth year.....	550 00
Seventh year (for 8th grade only) .....	600 00
Principal Belknap school .....	650 00
Principal Sawyer school.....	1,000 00

## HIGH SCHOOL.

Principal.....	\$1,600 00
Sub-master.....	1,000 00
Two assistants .....	900 00
Four assistants.....	750 00
Three assistants.....	700 00

## SPECIAL TEACHERS.

Music (three days per week).....	\$600 00
Drawing (three and one-half days per week).....	550 00

## COST.

Population of city by census of 1910.....	13,247
Assessed valuation April, 1911 .....	\$9,718,955
Rate of taxation for all school expenses, 4 mills on \$1.00.	
Total expenditure of the school committee for day schools, exclusive of text-books and supplies.....	\$41,251 75
Cost per pupil based on total enrollment..	28 49
Cost per pupil based on average enrollment	31 68

Cost per pupil of total enrollment for text-books and supplies ..... \$1 44

Cost per pupil of average enrollment for text-books and supplies ..... 1 60

Table showing expense of text-books, reference books, and pupils' supplies:

	Appropriation.	Available.	Expended.	Per capita on Total Enrollment.	Per capita on Average Enrollment.
1888.....	\$1,750	\$1,750 00	\$1,726 94	\$1 17	\$1 54
1889.....	2,000	2,023 06	2,021 96	1 34	1 53
1890.....	2,500	2,501 10	1,963 54	1 28	1 50
1891.....	1,500	2,037 56	1,614 72	1 11	1 24
1892.....	1,200	1,622 84	1,636 36	1 15	1 37
1893.....	1,200	1,186 11	1,487 58	1 08	1 22
1894.....	1,200	898 63	1,524 62	1 05	1 21
1895.....	2,200	1,600 42	1,600 18	1 01	1 15
1896.....	1,600	1,600 24	1,536 18	1 04	1 18
1897.....	1,600	1,659 94	1,648 98	1 06	1 17
1898.....	1,600	1,648 06	1,647 48	99	1 12
1899.....	1,600	1,624 05	1,607 68	95	1 09
1900.....	1,600	1,637 60	1,617 43	95	1 11
1901.....	1,600	1,651 41	1,634 41	96	1 10
1902.....	1,600	1,652 22	1,650 76	1 02	1 14
1903.....	2,000	2,001 46	1,844 98	1 16	1 30
1904.....	1,750	1,906 48	1,906 47	1 21	1 36
1905.....	2,325	2,325 01	2,324 60	1 39	1 67
1906.....	1,900	1,927 01	1,911 44	1 21	1 35
1907.....	1,900	1,978 01	1,968 54	1 21	1 36
1908.....	1,900	1,944 87	2,026 06	1 32	1 45
1909.....	1,900	1,858 04	1,893 01	1 28	1 39
1910.....	2,000	2,006 56	2,055 22	1 36	1 47
1911.....	2,100	2,149 24	2,083 22	1 44	1 60

## ATTENDANCE.

Number of pupils enrolled during the year ending June, 1911, excluding duplicate enrollments:

Schools	Total	Boys	Girls
High school.....	330	150	180
Grades 5-8.....	471	237	234
Grades 1-4.....	605	316	289
Suburban schools.....	42	16	26
<b>Total .....</b>	<b>1,448</b>	<b>719</b>	<b>729</b>
Evening school.....	180	154	26
<b>Total .....</b>	<b>1,628</b>	<b>873</b>	<b>755</b>
Parochial schools:			
St. Joseph.....	237	204	33
Sacred Heart.....	390	105	285
St. Charles.....	348	155	193
<b>Total parochial.....</b>	<b>975</b>	<b>464</b>	<b>511</b>
<b>Total public.....</b>	<b>1,628</b>	<b>873</b>	<b>755</b>
<b>Total for all the schools....</b>	<b>2,603</b>	<b>1,337</b>	<b>1,266</b>

Number of pupils enrolled by grades during the year ending June, 1911, excluding duplicate enrollment:

School	Total	Boys	Girls
Grade 8.....	98	41	57
Grade 7.....	120	62	58
Grade 6.....	131	64	67
Grade 5.....	138	78	60
Grade 4.....	142	71	71
Grade 3.....	157	91	66
Grade 2.....	152	65	87
Grade 1.....	180	97	83
<b>Total .....</b>	<b>1,118</b>	<b>569</b>	<b>549</b>

Number of pupils between six and eight years .....	248
Number of pupils between eight and fourteen years.....	763
Number of pupils between fourteen and sixteen years .....	279
Number of pupils over sixteen years of age .....	158
<b>Total .....</b>	<b>1448</b>

**Average membership:**

High school.....	307
Grades 5-8.....	433
Grades 1-4.....	544
Suburban schools.....	38
<b>Total .....</b>	<b>1,302</b>

**Parochial schools.**

St. Joseph.....	232
Sacred Heart.....	383
St. Charles.....	348
<b>Total parochial.....</b>	<b>963</b>

<b>Total, all the schools .....</b>	<b>2,265</b>
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**Average membership per cent. in each division in the public schools:**

High school.....	23.6
Grades 5-8.....	33.2
Grades 1-4.....	40.3
Suburban schools.....	2.9
<b>Total .....</b>	<b>100.0</b>

<b>Per cent. that average membership is of total enrollment.....</b>	<b>90</b>
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## Average daily attendance :

High school.....	296	
Grades 5-8.....	408	
Grades 1-4.....	481	
Suburban schools.....	36	
	<hr/>	
Total.....		1,221

## Parochial schools :

St. Joseph.....	206	
Sacred Heart.....	350	
St. Charles.....	303	
	<hr/>	
Total, parochial schools.....		859
Total for all the schools.....		2,080

## Average daily absence :

High school.....	11	
Grades 5-8.....	24	
Grades 1-4.....	43	
Suburban.....	2	
	<hr/>	
Total.....		80

Per cent. that average attendance is of total enrollment :

High school.....	89.7
Grades 5-8.....	86.6
Grades 1-4.....	79.5
Suburban.....	85.7
	<hr/>
Average for all schools.....	84.3

Per cent. that average attendance is of average membership for the year :

High school.....	96.5
Grades 5-8.....	94.2
Grades 1-4.....	91.8
Suburban .....	94.7

Average per cent. for city.....	93.9
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Number of tardinesses during the year :

High school.....	95
Grades 5-8.....	362
Grades 1-4.....	375
Suburban schools.....	71

Total .....	903
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Number of pupils neither absent nor tardy :

High school.....	82
Grades 5-8.....	47
Grades 1-4.....	33
Suburban .....	8

Total .....	170
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## ROLL OF HONOR.

### HIGH SCHOOL.

Thomas Anderton, Madeline Avery, Alice Bennett, Angelia Bennett, Florence Blaisdell, Mildred Burnham, Lola Bryson, Annie Calcutt, Mary Card, Oramel Card, Earl Caswell, Harold Chesley, Margaret Clifford, Lena Clark, Ralph Cole, Francena Coleman, Teresa Connelly, Eaton Cook, Velma Davis, Vera DeMeritte, Bessie Delaney, Mildred Dyer, Mina Edgerly, Natalie Ewer, Philip Everett, Harry Farnham, Margaret Farley, Alice Fernald, Isabel Fernald, Nettie Finley, Cyril Finnegan, Helen Finnegan, Martha Fisher, Anna Fogg, Sherburne Fogg, Walter Forrest, Mildred Flynn, Pru-

dence George, Anna Goggin, Helen Grant, Chester Greenaway, Ethel Hitchins, Miriam Hudson, Sadie Hughes, Ernest Jenkinson, Alice Keefe, Marion Kennedy, Annie Kimball, Warren Knox, Natt Lunt, Helen McCarty, Sara McNeil, Mary Mallen, Ola Mills, Gladys Nelson, Harold Niles Elizabeth Ordway, David Pettingill, Philip Pinkham, Mary Pollard, Philip Reed, Stanley Reynolds, Louise Richmond, Pearl Richmond, Frank Rines, Mary Robinson, Mildred Rollins, Helen Rowe, Charles Sawyer, Lester Sawyer, Elmer Smart, Elsie Stevens, Rudd Stevens, Margaret Stewart, Edith Tallis, Earle Watson, Ethel Watson, Rollins Wentworth, Walter Willand, Hazel Winn, Emma Wright, Martha York.

#### SAWYER SCHOOL.

Grade VIII.—Trygve Amundsen, Helen F. Goggin, Jessica F. Meserve, Harold O. Olson, Hildur J. Olson, William G. Marshall.

Grade VII.—Marion F. Boutin, Maurice E. Currier, Philip W. Foss, Lionel T. Nelson, Marion G. Sanders, Ocee F. Sevigny, Ralph J. Young.

Grade VI.—Lilian F. Curtis, Harold J. Eaton, Helen D. Yeaton.

Grade V.—True Cornell, Doris Gallagher, Augustus Lord.

Grade IV.—Eugene Boeglin.

Grade III.—George Burbank, Henry Larsen, Marion Palmer.

Grade II.—Anna C. Riekert.

Grade I.—Helen McEwan.

#### PEIRCE SCHOOL.

Grade III.—Lawrence H. Grimes, C. Henry Larsen, Hazel D. Niles, Catherine Orr, Katherine M. Streamfield, Ruth M. Young.

Grade II.—Percy Robinson, Clifton N. Shorey, Alvah I. Young, Katherine Zarbine.

Grade I.—John Fitzgerald, William Olson, Joseph Orr, William Orr, Clarence Hurd.

**SHERMAN SCHOOL.**

Grade VI.—Annie Desotelle.

Grade V.—Doris E. Chesley, Joseph Gingras, Harda Gulbrandsen, John Olson.

**CITY HALL SCHOOL.**

Grade VIII.—James Cavano, Marian Chesley, Dina King, Marie Sherry.

**HIGH SCHOOL.**

Grade VIII.—Dorothy T. Morgan, Evelyn M. Vennard, Mary C. Whitehead, Caroline Whittemore.

Grade VII.—Alice E. Gingras, Myrtle L. Kennedy.

**VARNEY SCHOOL.**

Grade IV.—H. Nason Avery, Charles M. Allard, Earl C. Burnham, James O. Farrell, Flora B. Miller.

Grade III.—Beatrice I. Buzzell.

Grade I.—Inez Welch.

**BELKNAP SCHOOL.**

Grade VII.—Charles D. Coyle, Doris D Stevens.

Grade VI.—U. Sherman Avery, Martha G. Welch.

Grade VI.-V.—Richard Howarth, Dorothy Burroughs, Charles Hooper, Katherine Lester.

Grade V.—Chester T. Berry, Lella E. B. Dalglish, Louis R Flynn, Samuel S. Jordan, Rose C. Stevens.

**HALF SCHOOL.**

Grade IV.—Albert Howarth.

Grade III.—Earle E. Glidden.

Grade II.—Ellen Allison.

Grade I.—James A. Firth, Rachel A. Jackson.

## BACK RIVER SCHOOL.

Althea Chase, Effie Forest, Harold Forrest, Howard Forrest, Mina Forrest, Annie Greenaway, George Greenaway, Gladys Greenaway.

NUMBER OF TARDINESSES DURING THE LAST TWENTY-  
NINE YEARS.

1882-83 .....	3,188
1883-84 ... ..	2,193
1884-85 .....	2,571
1885-86 .....	1,452
1886-87 .....	972
1887-88 .....	782
1888-89 .....	867
1889-90 .....	670
1890-91 .....	754
1891-92 .....	671
1892-93 .....	769
1893-94 .....	696
1894-95 .....	816
1895-96 .....	606
1896-97 .....	630
1897-98 .....	746
1898-99 .....	699
1899-1900.....	664
1900-1901.....	716
1901-1902.....	662
1902-1903.....	793
1903-1904.....	557
1904-1905.....	724
1905-1906.....	952
1906-1907.....	873
1907-1908.....	1,032
1908-1909.....	974
1909-1910.....	1,216
1910-1911.....	903

## VISITS.

## By the superintendent :

High school.....	90
Grades 5-8.....	195
Grades 1-4.....	191
Suburban .....	31
Total.....	507

## By members of the committee :

High school.....	5
Grades 5-8.....	29
Grades 1-4.....	20
Suburban schools.....	2
Total .....	56

## By parents, citizens and others :

High school.....	124
Grades 5-8.....	245
Grades 1-4.....	430
Suburban .....	59
Total .....	858

## GENERAL.

Number of schoolhouses.....	13
Number occupied at close of year.....	11

## Number of weeks in school year :

High school.....	38
Grades 5-8.....	37
Grades 1-4.....	37
Suburban schools.....	37
Number of schools, the average membership of which for the year has not been more than twelve pupils, nor less than seven.....	2

COMPARISON OF ATTENDANCE FOR THE YEARS 1910-1911.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance per cent.		Number of Tardinesses.		Not Absent nor Tardy.	
	1911	1910	1911	1910	1911	1910	1911	1910	1911	1910	1911	1910	1911	1910
High.....	330	312	307	288	296	277	11	11	96.5	96.2	95	377	82	63
Grades 5-8.....	471	472	433	448	409	424	24	25	94.2	94.5	362	182	47	55
Grades 1-4.....	605	651	524	605	482	555	43	49	91.8	95.5	375	550	33	33
Rural.....	42	70	38	57	36	52	3	5	94.7	90.2	71	107	8	8
Total.....	1,448	1,505	1,302	1,398	1,223	1,308	81	90	93.9	93.7	903	1,216	170	159
Evening.....	180	205	102	118	87	113	15	5	85.4	95.6	0	0	1	3
Total.....	1,628	1,710	1,404	1,516	1,310	1,421	96	95	93.3	94.0	903	1,216	171	162

\*Average per cent. for city.

TABLE SHOWING ATTENDANCE IN DETAIL FOR THE YEAR ENDING JUNE 30, 1911.

School.	Class.	Teacher.	Total Enrollment.	Average Membership.	Average Attendance.	Average Absence.	Average Age, Sept. 1st.	Average Attendance per cent.	No. of Tardinesses.	Number of Pupils not Absent nor Tardy.
High.....	Master.....	Ernest W. Butterfield	330	307	296	11	y. m. 1st, 14-7 2d, 15-5 3d, 16-3 4th, 17-2	96.47	95	82
"	Sub-Master.....	Melvin M. Smith								
"	Assistant.....	Lou W. Peacock								
"	"	Lillian L. Latham								
"	"	Caroline E. Hammond								
"	"	Marjorie W. Shaw								
"	"	Maudie Winship								
"	"	Maudie M. Bradford								
"	"	Belle Gleason								
"	"	Mabel L. Hayes								
"	"	A. Louise Barker								
Sawyer.....	Grade 8.....	W. D. Davis	37	36	34	2	13-6	95.70	27	6
"	"	Carrie S. Hanson	42	39	38	1	12-9	96.64	2	7
"	"	Helen M. Clark	37	33	31	2	12-4	95.12	4	3
"	"	Gertrude O. Hobbs	34	33	31	2	11-6	95.34	41	3
"	"	Jennie P. Philbrick	38	34	32	2	10-3	93.15	37	1
"	"	Grace B. Henderson	36	30	27	3	9-11	91.72	25	3
"	"	Carrie B. Drew	40	39	36	3	7-9	92.97	27	1
"	"	Hattie J. Bickford	32	29	25	4	6-8	88.04	45	1
"	"	Bertha Arnstein	34	31	30	1	10-4	95.99	23	0
Pierce.....	"	Hattie P. Ham	40	32	30	2	9-1	94.72	11	6
"	"	Mary E. Scruton	44	38	36	2	8-1	94.43	10	4
"	"	Jennie S. Smith	27	22	21	1	6-9	94.35	6	5
"	"	{ Wilma Curtis	47	22	21	1				
Sherman .	"	{ Edith E. Meserve	35	31	28	3	12-10	91.43	22	1



Sherman .....	Grade 5.....	Elizabeth C. Davis .....	34	33	31	2	11-5	92.85	21	4
" .....	" 1.....	Alice E. Murphy .....	23	21	19	2	7-1	92.01	63	0
City Hall .....	" 8.....	{ Charlotte T. Smith .....								
High .....	" 8.....	{ Cora A. Farmer .....	29	25	23	2	15-3	93.34	63	4
" .....	" 7.....	Grace E. Lawrence.....	32	31	29	2	13-8	94.39	35	4
" .....	" 4.....	Detla M. Bedell .....	39	34	31	3	13-2	91.64	67	2
Varney .....	" 4.....	Mollie P. Flynn .....	35	30	29	1	10-0	96.80	2	5
" .....	" 3.....	Angie G. Osborne.....	34	28	26	2	9-2	90.82	25	1
" .....	" 2.....	Grace E. Winkley .....	32	28	25	3	8-6	88.38	20	0
" .....	" 1.....	Mary W. Whiteley .....	32	31	31	5	6-11	86.40	13	0
Belknap.....	" 7.....	Ida B. Hanson .....	44	36	32	1	12-11	96.41	4	2
" .....	" 6.....	Mary E. Twombly .....	36	33	32	3	12-2	91.47	11	2
" .....	" 5.....	Alice H. Davis .....	36	35	32	2	11-7	94.36	7	5
" .....	" 6-3.....	Gertrude F. Lyons.....	40	36	35	1	11-1	96.51	58	4
Hale .....	" 4.....	Grace E. Lawlor .....	31	30	28	2	9-7	95.24	4	1
" .....	" 3.....	Katherine A. Murphy .....	39	29	27	2	8-9	92.13	17	1
" .....	" 2.....	Edith A. Gowen .....	29	27	24	3	7-11	90.60	13	1
" .....	" 1-6.....	Mary McDonougna .....	47	38	32	6	6-6	84.31	34	2
Back River.....	" 1-7.....	Mary T. Towle .....	20	19	18	1		97.21	41	8
Upper Neck .....	" 1-6.....	Mildred Smith .....	11	10	9	1		90.83	1	0
Lower Neck .....	" 1-6.....	Emily S. Polsom .....	11	9	8	1		87.86	29	0

## MEMBERSHIP AND ATTENDANCE.

The average membership, as recorded in the school registers, is here given for thirty years, for purposes of comparison :

1881-82.....	1,525
1882-83.....	1,568
1883-84.....	1,149
1884-85.....	1,176
1885-86.....	1,211
1886-87.....	1,258
1887-88.....	1,268
1888-89.....	1,313
1889-90.....	1,301
1890-91.....	1,301
1891-92.....	1,192
1892-93.....	1,215
1893-94.....	1,252
1894-95.....	1,385
1895-96.....	1,306
1896-97.....	1,412
1897-98.....	1,468
1898-99.....	1,482
1899-00.....	1,459
1900-01.....	1,487
1901-02.....	1,442
1902-03.....	1,409
1903-04.....	1,400
1904-05.....	1,394
1905-06.....	1,418
1906-07.....	1,447
1907-08.....	1,395
1908-09.....	1,360
1909-10.....	1,398
1910-1911.....	1,302

Average attendance in the public schools, as given in printed reports, for the forty-one years since the formation of the city school district:

1870-71.....	1,270
1871-72.....	1,257
1872-73.....	1,231
1873-74.....	1,225
1874-75.....	1,225
1875-76*.....	
1876-77*.....	
1877-78*.....	
1878-79.....	1,028
1879-80.....	1,388
1880-81.....	1,436
1881-82.....	1,440
1882-83.....	1,393
1883-84.....	931
1884-85.....	1,029
1885-86.....	1,118
1886-87.....	1,134
1887-88.....	1,115
1888-89.....	1,158
1889-90.....	1,145
1890-91.....	1,122
1891-92.....	1,053
1892-93.....	1,088
1893-94.....	1,149
1894-95.....	1,288
1895-96.....	1,176
1896-97.....	1,281
1897-98.....	1,332
1898-99.....	1,357
1899-00.....	1,332
1900-01.....	1,365
1901-02.....	1,348
1902-03.....	1,301

\*No report printed.

1903-04.....	1,304
1904-05.....	1,307
1905-06.....	1,322
1906-07.....	1,341
1907-08.....	1,314
1908-09.....	1,283
1909-10.....	1,308
1910-11.....	1,221

#### NO SCHOOL SIGNAL.

The following resolutions were adopted March 11, 1902 :

*Resolved*—That the no school signal, viz: 2-2, 2-2, 2-2, struck at 7.40 A. M., shall be considered as a notification that no forenoon session will be held in any of the graded schools; when struck at 7.55, the signal shall apply to the grammar and primary schools only. The signal for the afternoon session shall be struck at 11.15 A. M or 1.05 P. M.

*Resolved*—That the superintendent be hereby directed to instruct the teachers and pupils properly and thoroughly in regard to the foregoing resolution.

The signal was rung during the year 1911, February 7 for the afternoon and March 15 for the morning sessions.

#### LIMITS OF SCHOOL DISTRICTS.

The following table of limits gives the general outlines of the districts which are subject to such changes as may be necessary from time to time.

#### GRADE VIII.

Sawyer school.—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river, and Fourth street west of the Cocheco river.

**City Hall school.**—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central to Stark avenue and east of these streets. Suburban districts.

**High school.**—All of the southern and western part of the city not included in the above limits.

#### GRADE VII.

**Sawyer school.**—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river, and Fourth street west of the Cocheco river.

**High school.**—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Suburban districts.

**Belknap school.**—All of the southern and western part of the city not included in the above limits.

#### GRADES VI, V.

**Sawyer school.**—The northern part of the city bounded on the south by Fourth street west of the Cocheco river, the B. & M. R. R. between Cocheco river and Central avenue, and Ham street east of Central avenue.

**Sherman school.**—South of the Sawyer limits to George street and St. Thomas street and as far west as Belknap street. In addition, Rollinsford, Fresh Creek, Garrison Hill district, and Blackwater.

**Belknap school (b).**—South of the Sherman limits to the lower end of Central avenue and as far west as Locust street.

**Belknap school (a)** —All the southern and western part of the city not included in the above limits.

# GRADES IV, III, II.

**Sawyer school.**—The northern and western part of the city. The southern boundary is Cocheco river and Fourth street west of the Cocheco river; the eastern boundary is Central avenue. In addition, the eastern side of Central avenue as far south as Preble street and the western ends of Oak street, Hill street, Ham street, and New York street.

**Peirce school.**—East of the Sawyer limits and as far south as Washington street but not including the section east of Central avenue set over into Sawyer district.

**Varney school.**—East of Central avenue, south from Peirce limits to George street and Payne street; west of Central avenue south from Sawyer limit to Silver street and including this street. In addition, Young street, Water street, Rutland street, Knox Marsh, Littleworth and Tolend.

**Hale school.**—South of Varney limits to rural districts. Pupils from Garrison hill district and Blackwater will be transported to the school having the smallest number of pupils.

# GRADE I.

**Sawyer school.**—The northern and western part of the city. The southern boundary is Cocheco river and Fourth street west of the river; the eastern boundary is Central avenue.

**Peirce school.**—East of the Sawyer limits and south to Peirce street and including Peirce street.

**Sherman school.**—South of Peirce limits east of Central avenue to Washington street, south of Sawyer limits west of Central avenue to Washington street, and as far west as Fayette street.

**Varney school.**—West of Central avenue and south

from Sherman limits to Silver street and including this street. In addition, Tolend, Littleworth and Knox Marsh.

Hale school.—South from the Sherman and Varney limits to Watson street and 227 Locust street.

Welch school.—South of the Hale limits to the rural districts.

## GRADUATING EXERCISES

OF THE

### HIGH SCHOOL.

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The graduating exercises of the high school were held in the opera house at 2.30 o'clock, Thursday, June 22, 1911. The program was as follows :

1. MARCH, from Tannhauser, *Spindler*
  2. CHORUS, "Hark the Awakening Call," *Lachner*  
High School Chorus.
  3. PRAYER,  
Rev. Dayton G. Vogt.
  4. SOLO, "I Saw the Holy City," *Bird*  
Mary Alice Wentworth.
  5. CHORUS, "The Heavens Are Telling," *Haydn*  
High School Chorus.
  6. ADDRESS TO THE GRADUATES,  
Rev. George H. Spencer,  
Everett, Mass.
  7. PRESENTATION OF DIPLOMAS,  
Dr. Chas. A. Fairbanks,  
Chairman of School Committee.
  8. CHORUS, (a) "The Beautiful Blue Danube," *Straus*  
(b) "All Through the Night," *Owen*  
High School Chorus.
- 

*Accompanists*—Alice K. Paton, E. Gladys McKone,  
Eleanor Richmond.



## CLASS OF 1911.

Edward Cass Adams,	Amadeo Manuel Iovine,
Mary Monroe Balch,	Mary Irvin,
Angelia May Bennett,	Ernest Arnold Jenkinson,
Minna Gertrude Boomer,	Alice Madelene Keefe,
Lola Amelia Bryson,	Ethel Marguerite Keefe,
Marion Evelyn Cannavan,	Marion Elizabeth Kennedy,
Grace Florella Card,	Annie Mabel Kimball,
Mary Helen Card,	Lester Libby Langley,
Mildred Harwood Colbath,	Lois Eleanore Layn,
Ralph Howard Cole,	Francis James McDonald,
Francena Hazel Coleman,	Esther Gladys McKone,
Loring Frank Critchett,	John Roberts Mason,
Leon Meader Crouch,	Roy Harold Meserve,
Hazel Madelene Davis,	Francis Joseph Morgan,
Mabel Angelia Drew,	Armand Leigh Murdoch,
Marion Grace Dudley,	Pansy Mae Nason,
Harry Lothrop Farnham,	Donald Ordway,
Isabel Jane Fernald,	David Luther Pettengill,
Nettie Edith A. Finley,	Frank March Rines,
Helen Frances Finnegan,	Clara Helen Roberts,
Sherburne Hilliard Fogg,	Frederick Lynne Ryan,
Florence May Fox,	Chester Alexander Shaw,
Marjorie Diana Frary,	Kenneth Chesley Sherman,
Frank Alexander French,	Daniel Jefferson Smith,
Morton Fry,	Ethel May Smith,
Raymond Bissett Gallant,	Edith Loretta Tallis,
John Ingraham Garside,	Cecil Francis Tasker,
Marion Natalie Garvin,	Helen Dana Toby,
John Leo Grady,	Annie Laura Thompson,
Arnold Jay Grant,	Arthur Walmsley,
Margaret E. Gulline,	Earle Elwin Watson,
Roland Earl Hammond,	Mary Alice Wentworth,
George Benjamin Hill,	Thomas Ruggles Whiteley,
Alice Joanna Hoitt,	Pitt Sawyer Willand,
Carrie Elizabeth Hoitt,	Ruth Edna Willey,

Guida Pauline Hopkins, Charles Harold York,  
George Pike Lamprey Worcester.

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**OFFICERS OF THE CLASS.**

President, Armand L. Murdoch.  
Vice President, Ruth E. Willey.  
Secretary, Earle E. Watson.  
Treasurer, Nettie E. A. Finley.

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**CLASS MOTTO.**

Cogita, Decerne, Age.

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**CLASS COLORS.**

Red and gold.

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**RECIPIENTS OF STENOGRAPHIC CERTIFICATES.**

Lola Amelia Bryson, Edith Loretta Tallis.

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**RECIPIENTS OF BOOK-KEEPING CERTIFICATES.**

Margaret Anna Farley, Helen Catherine Lee McCarty,  
Certrude Ellen Hitchins, Ida Pearl Richmond.

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Number of graduates of the high school during the  
last twenty-one years :

	Boys	Girls	Total	Per cent. Boys
1891 .....	5	17	22	23
1892 .....	5	21	26	19
1893 .....	8	12	20	40
1894 .....	9	10	19	47

	Boys	Girls	Total	Per cent. Boys
1895 .....	6	19	25	24
1896 .....	6	28	34	18
1897 .....	3	25	28	11
1898 .....	19	8	27	70
1899 .....	11	20	31	35
1900 .....	11	14	25	44
1901 .....	8	23	31	26
1902 .....	6	10	16	38
1903 .....	9	21	30	30
1904 .....	7	17	24	29
1905 .....	11	21	32	34
1906 .....	9	15	24	37
1907 .....	9	19	28	32
1908 .....	21	30	51	41
1909 .....	18	31	49	37
1910 .....	18	27	45	40
1911 .....	36	37	73	49

The September registration of the high school since 1884 has been :

	Boys	Girls	Total	Per cent. Boys
1884 .....	58	91	149	39
1885 .....	68	83	151	45
1886 .....	59	73	132	44
1887 .....	46	84	130	34
1888 .....	40	98	138	29
1889 .....	49	92	141	35
1890 .....	48	84	132	36
1891 .....	49	79	128	38
1892 .....	50	89	139	36
1893 .....	52	104	156	33
1894 .....	66	103	169	39
1895 .....	67	106	173	39
1896 .....	76	98	174	43
1897 .....	74	93	167	44
1898 .....	72	114	186	39

	Boys	Girls	Total	Per cent- Boys
1899 .....	69	96	165	42
1900 .....	73	100	173	42
1901 .....	68	95	163	41
1902 ....	77	101	178	43
1903 .....	72	105	177	41
1904 .....	79	111	190	42
1905 .....	106	134	240	44
1906 .....	103	127	230	45
1907 .....	133	151	284	47
1908 ....	136	140	276	49
1909 .....	152	151	303	50
1910 .....	151	152	303	50
1911 .....	146	185	331	44

Following is a list of the various studies in the high school course, with the number of pupils pursuing each during the year ending June, 1911:

English literature .....	330
Composition .....	330
Rhetoric .....	330
Vocal music .....	175
Drawing .....	63
Algebra .....	169
Geometry .....	128
Physics .....	61
Chemistry .....	26
Botany .....	21
Physical geography .....	24
Latin .....	116
French .....	147
German .....	46
English history .....	17
Greek history .....	100
Roman history .....	99
Mediæval history .....	25
United States history .....	73

Commercial law .....	16
Stenography.....	21
Typewriting.....	21
Spelling .....	21
Penmanship.....	35
Book-keeping .....	27
Business English.....	22
Commercial arithmetic.....	45
Solid geometry.....	23
Trigonometry .....	24
Elementary harmony .....	18
Commercial geography .....	38

PROGRAM OF STUDIES, DOVER HIGH SCHOOL.

	Classical Curriculum.	Scientific Curriculum.	General Curriculum.	Commercial Curriculum.
FIRST YEAR.	English	5 English	5 English	5 English
	Latin	5 Phys. Geog. and Botany	5 History, Ancient	5 Commercial Arith. and Com. Geog.
	Algebra	5 Algebra	5 Algebra	5 Algebra
	History, Ancient	5 Elect one { History, Anc. Latin	5 Elect one { Latin Phys. Geog. and Botany	5 History, Ancient
	Elective { Music Drawing	1 Elective { Music Drawing	1 Elective { Music Drawing	2 Penmanship
SECOND YEAR.	English	5 English	5 English	5 English
	Latin	5 Physics	5 History, Med. and Mod.	5 Bookkeeping
	Geometry	5 Geometry	5 Elect two { Geometry Latin Physics	5 Com. Law and Penman-ship
	Elect one { Physics French	5 Elect one { French Latin	5 Elect one { Music Drawing	5 Physics Med History and Mod. Geometry
	Elective { Music Drawing	1 Elective { Music Drawing	1 Elective { Music Drawing	

THIRD YEAR.

English	5	English	5	English	5
Latin	5	Physics, Advanced	5	History, English	5
Mathematics Rev.	5	Elect one { French	5	{ Math. Rev.	5
Elect one { French	5	German	5	Latin	5
German	5	{ Music	1	Elect two { French	5
{ Music	1	Elective { Drawing	1	German	5
Drawing	1			{ Phys. Adv.	5
				Business English	5
				Elective { Music	1
				Drawing	1

FOURTH YEAR.

English	5	English	5	English	5
Latin	5	Chemistry	5	History, U. S.	5
History, U. S.	5	History, U. S.	5	{ Latin	5
Elect one { French	5	{ Math. Adv.	5	French	5
German	5	Elect one { French	5	Elect two { German	5
Chemistry	5	German	5	Chemistry	5
{ Music	1	Elective { Music	1	{ Math. Adv.	5
Drawing	1	Drawing	1	Elective { Music	1
				Drawing	1
				Com. Arith., Adv.	2

**ORDER OF RECITATIONS**

Bells	Room 3. Mr. Smith.	Room II. Mr. Merrill	Room 8. Mrs. Smith	Room I. Miss Hammond	Room 5. Miss Shaw	Room L. Miss Winship
8.25	Office M. W. F. Supervision T. T.	II. A. Physics	II. A. History	III. Business Eng.	III. German	IV. A. English
9.12	I. A. Ancient History. T. W. T. F. Supervision M.	IV. A. Chemist'y	II. B. Geometry	I. Penmanship T. T.	IV. C. U. S. His.	III. B. English
9.59	I. B. Ancient History M. T. T. F. Supervision W	IV. B. Chemist'y	III. A. Algebra Geometry	II. Penmanship	II. B. History	IV. C. English
10.45						

**RECESS.**

11.00	Office T. T. F. Sup'vis'n M. W.	III. B. Physics	IV. Adv. Alg'a Solid Geom. Trig'metry	IV. Bus. English M. W. F.	IV. A. U. S. His.	III. A. English
11.46	I. Anc. His. A. B. C. M. W. F. Sup'vis'n T. T.	III. A. Physics	II. A. Geometry	IV. Stenography	IV. German	IV. B. English
12.32	I. C. Anc. His. M. T. W. T. Sup'vis'n F.	II. B. Physics	III. B. Algebra Geometry	III. Stenography	IV. B. U. S. His.	III. C. English
1.18						

Class I—Entering Class.  
 Class II—Second Year.  
 Class III—Third Year.  
 Class IV—Graduating Class.



# **HIGH SCHOOL, DOVER, N. H.**

Room 7. Miss Hayes	Room 9. Miss Latham	Room 13 Miss Barker	Room 10 Miss Bradford	Room 6 Miss Gleason	Typewri'g Miss Hammond	Room 13 Miss Bunker	Ass'y Hall Mr. French
I. Com. Geog'phy Com. Arith.	II. A. French	I. D. English	I. A. Latin	I. Phys. Geog. Botany	IV. A. Typewri'g	A. Drawing M.	IV. Music W.
II. A. Book-keeping	III. A. French	II. A. English	I. B. Latin	I. B. Algebra	III. A. Typewri'g	B. Drawing M.	
III. History	II. C. French	I. C. English	IV. Latin	I. D. Algebra	III. B. Typewri'g	C. Drawing M.	II. Music W.

## **RECESS.**

II. B. Com. Law M. W. F. IV. Com. Arith. T. T.	II. B. French	I. B. English	II B. Latin	I. A. Algebra		D. Drawing M.	III. Music W.
III. Book-keeping	III. B. French	II. B. English	III. Latin	II. C. English		E. Drawing M.	I. Music W.
II. B. Book-keeping	IV. French	I. A. English	II. A. Latin	I. C. Algebra	IV. B. Type-writing	F. Drawing M.	

Chorus Practice Wednesdays, fourth period.  
 Thursday afternoon session, 2.30-4, for "make up" work and assistance.  
 School session, 8.20-1.20.

**PROGRAM FOR  
SPECIAL TEACHERS AND JANITORS.**

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1911-12.

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**MUSIC—ARTHUR E. FRENCH.**

**WEEKLY.**

Monday, forenoon—Welch, 8.30-8.45; Hale, 9.00-10.45;  
Belknap, V-VI, 11.00-11.30. Afternoon—Varney,  
1.40-3.30.

Tuesday, forenoon—Sawyer, I-IV, 8.30-10.00; Peirce,  
10.15-11.30.

Wednesday, forenoon—High school, elementary har-  
mony and chorus, 8.20-12.32.

**BI-WEEKLY.**

Tuesday, afternoon—Sawyer, V-VIII, 1.30-3.30 on odd  
weeks, and Sherman, 1.30-3.30 on even weeks of the  
school year.

Wednesday, afternoon—High school, VII and VIII,  
and City Hall, 1.30-3.10 on odd weeks, and Belknap,  
V-VI and VI and VII, 1.30-3.00 on even weeks of the  
school year.

---

**DRAWING—EVA E. BUNKER.**

**WEEKLY.**

Monday—High, 8.20-1.20.

Tuesday, forenoon—Hale, 8.35-10.00. High, VII and  
VIII, 10.20-11.20. Afternoon—Varney, III and IV,  
2.30-3.30.

Wednesday, forenoon—Sawyer, IV and V, 10.20-11.30.

Afternoon—Sawyer, VI, VII, VIII, 1.45-3.30.

Thursday, forenoon—Belknap, 8.30-10.45. City Hall,  
11.00-11.30. Afternoon—Peirce, 1.45-3.30.

#### BI-WEEKLY.

Tuesday, afternoon—Welch, 1.30-2.00 on odd weeks,  
and Varney, I and II, 1.30-2.30 on even weeks of the  
school year.

Wednesday, forenoon—Sawyer, I, II, III, 8.40 9.55 on  
odd weeks, and Sherman, 8.35-10.00 on even weeks of  
the school year.

---

### JANITORS.

#### HIGH SCHOOL.

George F. Hersey, residence 40 Grove street.

5.30 to 11.30 A. M.; 12.30 to 4.00 P. M. Six days per  
week.

#### SOUTH SIDE.

Alfred R. Sayer, residence 42 Rutland street.

Varney, 8.00 to 8.30; 11.00 to 11.30 A. M.; 2.45 to 3.30  
P. M.

Belknap, 8.45 to 9.15; 10.30 to 10.45 A. M.; 2.00 to 2.30  
and 3.30 P. M.

Hale, 9.30 to 10.15 A. M.; 1.30 to 1.45; 3.45 to 4.00 P. M.

#### NORTH SIDE.

Martin J. Galligan, residence 39 Fourth street.

Sawyer, 8.15 to 9.00; 10.05 to 10.30 A. M.; 1 25 to 2.15  
and 3.45 P. M.

Sherman, 9.05 to 9.30 A. M.; 12.45 to 1.10; 3.00 to 3.15  
P. M.

Peirce, 9.35 to 10.00; 11.30 A. M.; 2.40 to 3.00; 3.30 to  
3.40 P. M.

## GRADUATES OF THE GRAMMAR SCHOOLS.

1911.

## SAWYER SCHOOL.

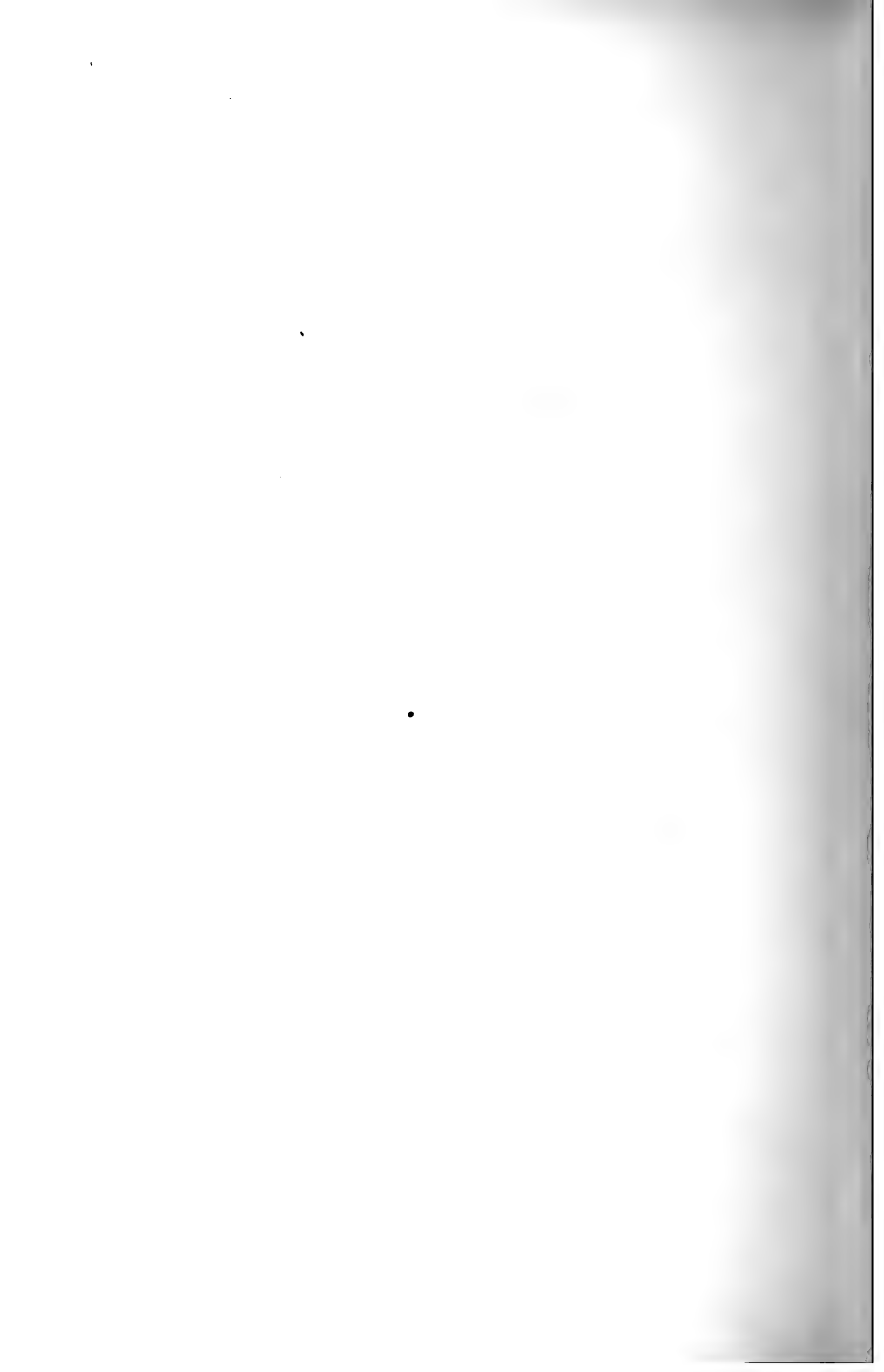
Trygve Amundsen,	Jessica Frances Meserve,
Robert Manning Balch,	Doris Eileen Mills,
Gertrude Ellen Bell,	William Gibson Marshall,
Joseph Leo Brennan,	John Russell Murphy,
Gladys Virtue Corson,	Frederick Wm. Mitchell,
Percy Alty Chorlton,	Harold Albert Olson,
George Horne Chesley,	Hildur Josephina Olson,
Helen Frances Goggin,	Frances Belford Poland,
Trygve Gulbrandsen,	Masjorie S. Pinkham,
Irma Ethelyn Hubbard,	Raymond Guy Pettigrew,
Harriette B. Henderson,	Anna Tilly Russell,
John Isaacson,	Hazel Alethea Remick,
Esther May Jenness,	Maurice Nathan Sherman,
Helen Kathleen Kimball,	Carolyn Frances Twombly,
Emily J. Kistemann,	Edith Banfield Varney,
Mary Ethel Kelleher,	Mildred M. Wentworth,
Winfield Scott Leighton,	Ida Marion Wiggin,
Katharine Carter Morrison,	Bertha Carr York.


## CITY HALL SCHOOL.

Grace Helen Allard,	Dena V. King,
Hazel Vivian Bassett,	Frank P. Laughlin,
Lily Booth,	Marion M. Palmer,
Mary C. Burns,	Evelyn Pray,
Henry C. Calcutt,	Dorothy F. Rice,
James F. Cavano,	Marie Gertrude Sherry,
Marion Alice Chesley,	Gladys E. Straw,
Vivian M. Coleman,	Daniel Edward Sullivan,
Anna Katherine Finn,	Marjorie W. Turner,
Edward C. Gotham,	Evelyn M. Varney,
Charles W. Jenkins,	Willard Dole Wessenger,
Marion E. Willett.	

## HIGH SCHOOL.

Florence C. A. Beaulieu,	John McNally,
Josephine May Bradley,	Dorothy Tucker Morgan
John Wright Brown,	Roger Eyrle Perkins,
Gertrude J. Cater,	Madelene Lona Pinkham,
Lavinia Christie,	William M. Ridings,
Natalie Clarke,	Herbert Pearson Simpson,
Helen Marjorie Clarke,	George H. Taylor,
Robert S. Crosby,	Edith Mabel Tibbetts,
Everett Donald Ewer,	Millicent A. Titus,
Walter Louis Flanders,	Keith Hardy Torr,
Edwina Rhoby Grant,	Evelyn May Vennard,
Harold L. Greenaway,	Dwight Snell Vittum,
Maude Olive Henderson,	Ellen M. White,
M. Geraldine Ingalls,	Mary C. Whitehead,
Margaret A. McFadden,	Caroline Whittemore.





# **PUBLIC SCHOOLS**

**DOVER, N. H.**

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**NINETEEN HUNDRED AND TWELVE.**

STF





**Forty-Third Annual Report**

**OF THE**

**SCHOOL COMMITTEE**

**OF THE**

**CITY OF DOVER, N. H.**

**FOR THE**

**YEAR ENDING DECEMBER 31, 1912.**



**DOVER, N. H.:**  
**THE MARSHALL PRESS,**  
**1913,**



**Forty-Third Annual Report**

**OF THE**

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**DOVER, N. H.:**  
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**1913,**



Forty-Third Annual Report

OF THE

**SCHOOL COMMITTEE**

OF THE

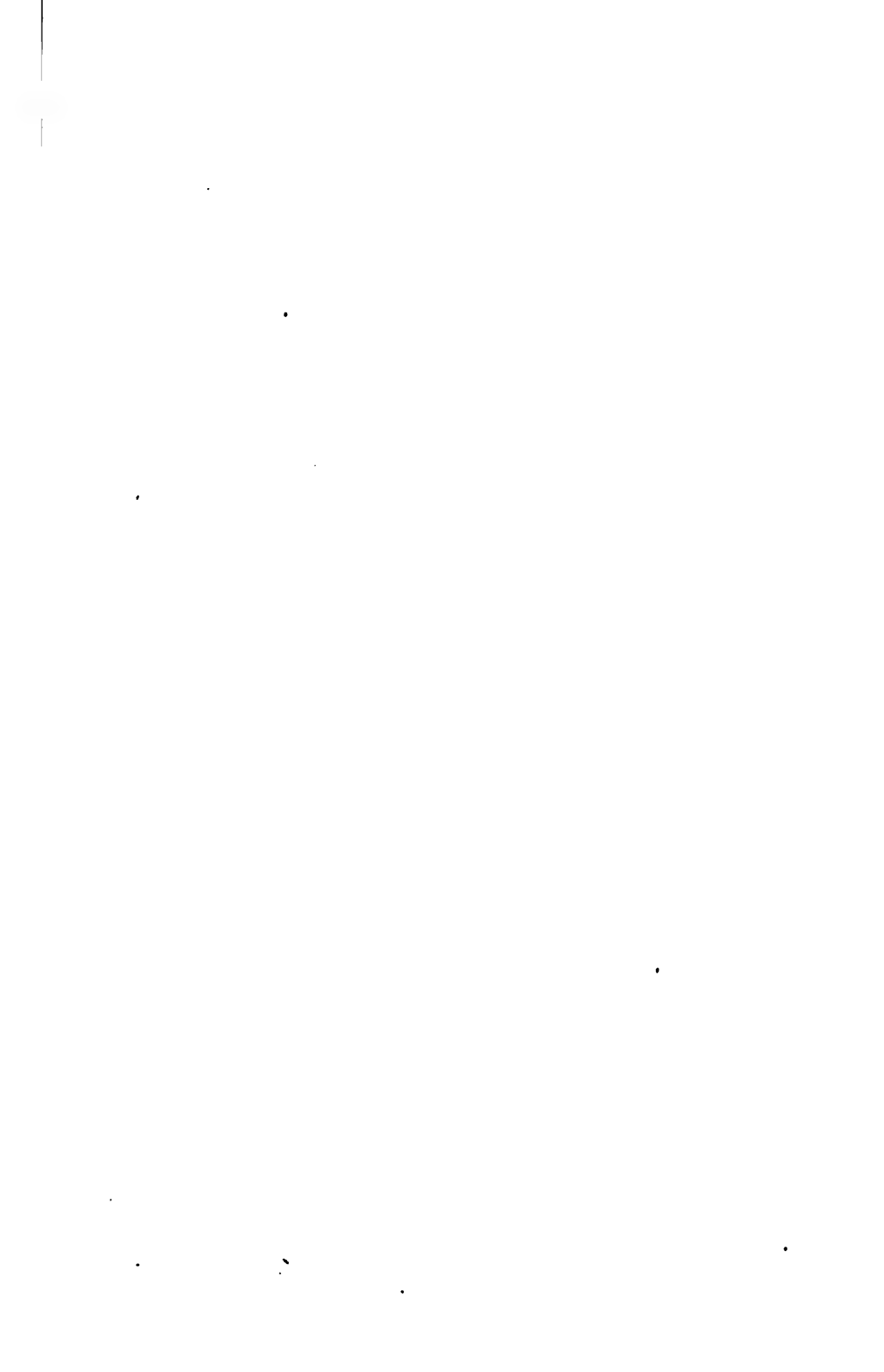
CITY OF DOVER, N. H.

FOR THE

YEAR ENDING DECEMBER 31, 1912.



DOVER, N. H.:  
THE MARSHALL PRESS,  
1913.



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# ANNUAL REPORT

## OF THE

### SCHOOL COMMITTEE

#### FOR THE YEAR 1912.

---

In accordance with the laws of the State of New Hampshire, the school committee of the city of Dover presents its report for the year 1912, it being the forty-third in the series of reports of the city district.

#### THE SCHOOL COMMITTEE, 1912.

George J. Foster,	Ward 1, . . . . .	Jan. 1914
Charles E. Wendell,	" 1, . . . . .	Jan. 1913
John W. Hogan,	" 2, . . . . .	Jan. 1914
Mrs. Ellen T. Scales,	" 2, . . . . .	Jan. 1913
George E. Buzzell,	" 3, . . . . .	Jan. 1914
Charles A. Fairbanks,	" 3, . . . . .	Jan. 1913
Allen P. Richmond,	" 4, . . . . .	Jan. 1914
John E. Anthes,	" 4, . . . . .	Jan. 1913
James N. Whelan,	" 5, . . . . .	Jan. 1914
Andrew Killoren,	" 5, . . . . .	Jan. 1913

#### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	Ward 1, . . . . .	Jan. 1913
James H. Southwick,	" 2, . . . . .	Jan. 1914
Frederic E. Smith,	" 3, . . . . .	Jan. 1913
George A. Tolman,	" 4, . . . . .	Jan. 1914
James F. Dennis,	" 5, . . . . .	Jan. 1913

Annual meeting—The second Wednesday in January, at 11 o'clock, A. M.

Stated meetings—The second Thursday in each month, at half-past seven o'clock, P. M.

## ORGANIZATION FOR 1912.

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Chairman,

CHARLES A. FAIRBANKS,  
360 Central Avenue.

---

Secretary,

JAMES H. SOUTHWICK,  
665 Central Avenue.

---

### SUB-COMMITTEES.

Qualifications of teachers — Fairbanks (ex-officio), Hogan, Smith, Mrs. Scales, Richmond, Tolman.

Finance and claims—Foster, Wendell, Anthes, Southwick, Fairbanks.

Text-books—Southwick, McDuffee, Buzzell, Foster, Smith.

Music and drawing—Anthes, Whelan, Southwick, Dennis, Hogan.

Health—Richmond, Killoren, Tolman, Anthes, Dennis.

High school—Fairbanks (ex-officio), Foster, Wendell, Anthes, Killoren, Tolman.

Grammar schools—McDuffee, Buzzell, Wendell, Tolman, Mrs. Scales.

Primary schools—Buzzell, Mrs. Scales, Killoren, Whelan, Southwick.

Suburban schools—Wendell, McDuffee, Mrs. Scales, Richmond, Dennis.

Evening school—Killoren, Foster, Southwick, Whelan, Hogan.

Private schools—Whelan, Hogan, Richmond.

Truancy—Dennis, Smith, Tolman.

Industrial education—Wendell, Mrs. Scales, Smith, Anthes, Whelan.

Superintendent of Schools,

E. W. BUTTERFIELD,

Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,

WILLIAM K. CHADWICK,

Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,

VALMORE H. CAVERLY,

Residence, 17 Kirkland Street.

Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

THE SCHOOL COMMITTEE, 1913

Members.		Term Expires.
George J. Foster,	Ward 1, . . . . .	Jan. 1914
Charles E. Wendell,	" 1, . . . . .	Jan. 1915
John W. Hogan,	" 2, . . . . .	Jan. 1914
James F. Dennis,	" 2, . . . . .	Jan. 1915
George E. Buzzell,	" 3, . . . . .	Jan. 1914
Charles A. Fairbanks,	" 3, . . . . .	Jan. 1915
Allen P. Richmond,	" 4, . . . . .	Jan. 1914
John E. Anthes,	" 4, . . . . .	Jan. 1915
James N. Whelan,	" 5, . . . . .	Jan. 1914
Andrew Killoren,	" 5, . . . . .	Jan. 1915

**CALENDAR ADOPTED JUNE, 1912.**

**FOR THE YEAR 1912-1913.**

**All schools open September 3, 1912, for fifteen weeks to December 13, 1912.**

**Vacation two weeks.**

**All schools open December 30, 1912, for thirteen weeks to March 27, 1913.**

**Vacation two weeks.**

**All schools open April 13, 1913. High school ten weeks to June 19, 1913; other schools nine weeks to June 12, 1913.**

## REPORT OF CHAIRMAN.

---

### TO THE SCHOOL COMMITTEE:—

The details of the workings of this department for the current year will be found in the reports of the superintendent of schools, the principal of the high school, of the evening school, and of the committee on finance and claims.

The schools were never in a more prosperous condition and the opportunities for an education in this city never so large as at the present time. But this high standard of excellence can only be maintained by liberal appropriations and a wise and intelligent expenditure of the same.

I have been and am now an advocate of liberal compensation for our teachers. I do not believe a community can advance which allows its schools to stand still. Money applied to the education of the youth of this city is an investment, and the return will be in the quality and ability of the rising generation.

The teacher is the most important unit in any school system; the quality of the teacher determines the efficiency of the school. By liberal compensation the best available teachers will be secured and in the end every community will profit by the added efficiency and strength of character of the boy or girl thus trained.

I have not been actuated so much by a desire to establish a reputation as an economist as a member of this school committee, but rather to secure in every legitimate way I knew how, the largest opportunities to the youth of this city. No city can grow which stints on its schools.

Commerce is the distribution of the marketable products of the world, and this cannot be done to produce any return without the liberal expenditure of money; irrigation is the distribution of water that the soil may yield more freely, and so education is the distribution of knowledge, and one of the

most important factors in this diffusion of knowledge is our public school system. Liberally supported, it will produce fruitfully and bounteously in the days which are to come.

In 1910, and again in 1911, I submitted to this committee what seemed good and sufficient reasons for the erection of a new grammar school building. This committee acquiesced in those reports and a sub-committee was appointed to act in conjunction with the mayor and city councils in relation to the matter. Owing to the necessity for the outlays of moneys for other large municipal projects, nothing so far has been accomplished in this direction. Nevertheless, the conditions which impelled the making of those reports existed then and they exist today. The high school building ought to be used in its entirety for the purposes for which it was erected. The school is growing and the rooms now used for grammar school work are needed for the classes in the high school and for its library as originally designed.

Again, the basement of our municipal building is not a suitable nor desirable place for a grammar school. The city of Dover is not in financial straits. As a matter of fact, it is extremely well situated in this respect, better as I view the matter than the majority of cities of its size in New England, and to offset its debt it has a municipal plant in its public buildings and water works in value in excess of this debt. It is to be hoped that during the coming year the municipal authorities will see their way clear to provide a building for the use as above indicated.

The provisions of the child labor law enacted by the Legislature of 1911 are being carried out effectively and in my belief to the full intent of that law. But as I have before expressed myself here, there are certain details of the law to which I am opposed. I have not believed nor do I now believe that this law or that relating to vaccination was enacted from altruistic motives, so far as it related to the individual but rather as a protection to the community as a whole. To compel a family to pay for a medical examination for any of its members for the privilege of working when the obvious



intent is to protect the community I do not believe in. And I hold the same opinion in relation to the law bearing on vaccination. Both are in a way police or health regulations for the benefit of the body politic and should be paid for by the general taxation rather than by the individual.

For years, before committees, in reports and as a member of the school committee, I have presented the needs and advocated the benefits of our evening school. Year by year from my boyhood I have seen the community become more and more cosmopolitan. I do not think it wise for this or any other city to be divided into classes or clans. I believe one of the solvents of the industrial disturbance in our manufacturing centers is more education and a greater familiarity with our institutions. Our evening school is one of the factors in accomplishing this purpose. Any parsimony or so-called economy in this branch of our public service will be paid for very dearly later on, in my opinion.

I desire at this time to award to the Hon. Andrew Kiloren, chairman of the sub-committee on evening school, the commendation he deserves for the peculiar care and watchfulness he has given this school during a series of years.

At the opening of the fall term there was added to our school curriculum a course in manual training and domestic science, effective in the sixth, seventh and eighth grades. During the summer vacation Mr. Wendell, as chairman of the sub-committee on these branches, and Superintendent Butterfield labored assiduously to the end that these courses of study might begin with the opening of the school year. By this it is not to be assumed that industrial training has been established in entirety as a part of our school system. It is but the beginning and should be continued into and through the high school course. So far, it is meeting with the marked interest of the children and the approbation of the parents. The superintendent will submit to you a plan which in conjunction with the erection of a new grammar school building will make an extension of this work possible.

With the close of this year I shall have served as

chairman five years, four of which have been consecutive. I desire to express to the board my appreciation of the honor conferred by repeated elections. In return I have endeavored to treat all with courtesy and with equal rights, treating all questions from a broad and comprehensive view point rather than a narrow and circumscribed one. I am not a candidate for re-election as chairman, because others have served long and faithfully and I believe fully that honors should be shared.

Respectfully submitted,

CHARLES A. FAIRBANKS,

Chairman.

# ANNUAL REPORT

OF THE

## Committee on Finance and Claims.

---

### TO THE SCHOOL COMMITTEE:—

The committee on finance and claims makes the following report as to the receipts and expenditures of the board during the year ending December 31, 1912:

The resources of the committee apart from the special appropriation for the evening school and text-books, were as follows:

#### RESOURCES.

Balance, December 31, 1911, . . . . .	\$ 588 81
Appropriation by law, . . . . .	28,740 00
In excess of required sum, . . . . .	6,960 00
Manual training and domestic science, . . .	1,500 00
Tuition from non-resident pupils, . . . . .	3,177 50
From dog licenses, . . . . .	820 35
Literary fund from state treasurer, . . . . .	901 00
From library for janitor and coal, . . . . .	800 00
Income of Perkins medal fund, . . . . .	34 00
	<hr/>
	\$43,516 66

#### EXPENDITURES.

Expended, . . . . .	\$43,389 86
	<hr/>
Balance, . . . . .	\$126 80

#### GENERAL EXPENSE ACCOUNT SUB-DIVIDED.

Fuel, . . . . .	\$ 2,814 84
Salaries, . . . . .	31,888 25

Care of rooms, . . . . .	\$2,994 25
Books, printing and stationery, . . . . .	560 68
Transportation, . . . . .	2,105 30
Miscellaneous, . . . . .	3,031 54
	<hr/>
	\$43,389 86

## MANUAL TRAINING AND DOMESTIC SCIENCE ACCOUNT

## SUB-DIVIDED.

Room for manual training, . . . . .	\$148 30
Equipment for manual training, . . . . .	296 78
Supplies for manual training, . . . . .	55 90
Teacher for manual training, (four months) . . . . .	200 00
Room for domestic science, . . . . .	49 94
Equipment for domestic science, . . . . .	495 22
Supplies for domestic science, . . . . .	53 86
Teacher for domestic science, (four months) . . . . .	200 00
	<hr/>
	\$1,500 00

## SPECIALS.

## TEXT-BOOKS AND SUPPLIES.

Appropriation for 1912, . . . . .	\$2,100 00
Balance from 1911, . . . . .	66 02
Sale of books, . . . . .	160 00
	<hr/>
	\$2,326 02
Expended in 1912, . . . . .	2,278 41
	<hr/>
Balance, . . . . .	\$47 61

## EVENING SCHOOL.

Appropriation for 1912, . . . . .	\$900 00
Balance from 1911, . . . . .	63 41
	<hr/>
	\$963 41

Expended, . . . . .	\$869 50
Balance, . . . . .	\$93 91

## BALANCES.

General appropriation, . . . . .	\$126 80
Text-books and supplies, . . . . .	47 61
Evening school, . . . . .	93 91
Balance December 31, 1912, . . . . .	\$268 32

Respectfully submitted,

GEO. J. FOSTER,  
CHARLES E. WENDELL,  
J. E. ANTHER,  
J. H. SOUTHWICK,  
CHAS. A. FAIRBANKS,  
Committee on Finance and Claims.

## REPORT OF AUDITORS.

We, the undersigned, have examined the books, papers, and accounts of William K. Chadwick, treasurer of the school committee, and find them correctly kept, rightly cast, and vouched for, and that the sum of \$268.32 remains in the hands of the treasurer, which we find to be on deposit in the Strafford National bank.

We have also examined the receipted bills in the hands of the secretary, and find them to be properly approved by the committee on finance and claims, receipted in full, and to correspond with the orders on the treasurer drawn therefor.

CHARLES H. FOSS,  
JOHN D. MCCOKEY,  
Auditors.

Dover, N. H., December 31, 1912.

## ESTIMATES FOR 1913.

## TO THE SCHOOL COMMITTEE:—

The committee on finance and claims, having carefully considered the necessities for the schools for the year 1913, report as follows:

## GENERAL APPROPRIATION.

Fuel, . . . . .	\$ 2,800 00
Salaries, . . . . .	32,680 00
Care of rooms and cleaning, . . . . .	3,000 00
Books, printing and stationery, . . . . .	560 00
Transportation, . . . . .	2,200 00
Miscellaneous, . . . . .	2,350 00
	<hr/>
	\$43,540 00

## RESOURCES.

Balance, . . . . .	\$ 268 32
Literary fund (estimate), . . . . .	850 00
Tuition (estimate), . . . . .	3,000 00
Dog licenses (estimate), . . . . .	800 00
Library, for janitor and fuel, . . . . .	800 00
Perkins medal fund, . . . . .	34 00
	<hr/>
	\$5,752 32

Needed from city by appropriation, . . . . .	\$37,787 68
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## TEXT-BOOKS.

Estimated cost of text-books and supplies, . . . . .	\$2,100 00
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## EVENING SCHOOL.

An appropriation for evening school, . . . . .	\$900 00
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## HIGH SCHOOL INDUSTRIAL WORK.

Appropriation for 1913, . . . . .	\$720 00
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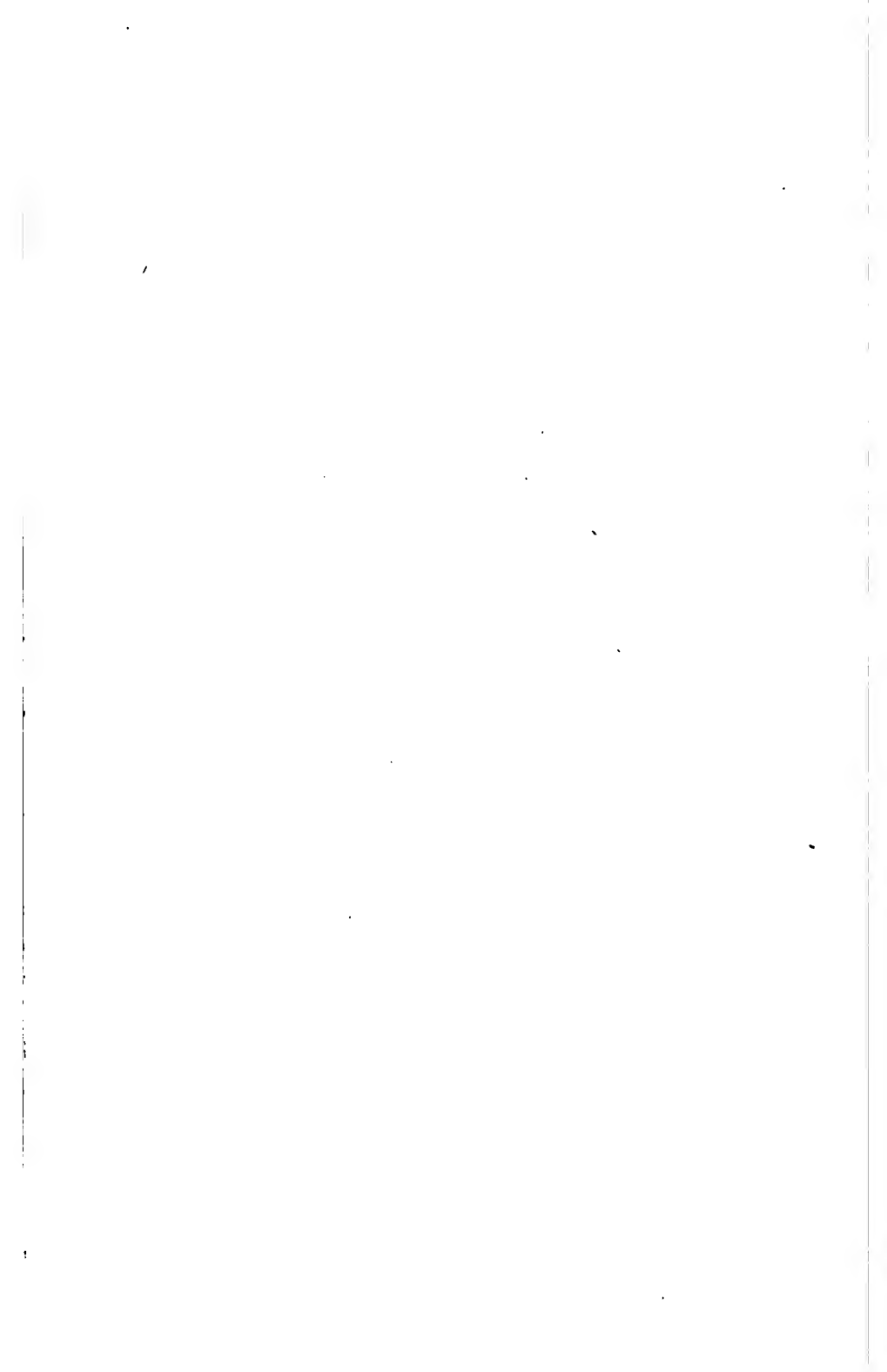
# **APPROPRIATIONS FOR 1913.**

## **TO BE EXPENDED BY THE SCHOOL COMMITTEE.**

<b>For school purposes as required by law, . . .</b>	<b>\$28,672 50</b>
<b>In excess of required sum, . . . . .</b>	<b>9,102 50</b>
<b>Industrial work in the high school, . . . .</b>	<b>720 00</b>
<b>Text-books and supplies, . . . . .</b>	<b>2,100 00</b>
<b>Evening school, . . . . .</b>	<b>900 00</b>

## **TO BE EXPENDED BY THE CITY COUNCILS.**

<b>Repairs on schoolhouses, . . . . .</b>	<b>\$3,000 00</b>
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# **ANNUAL REPORT**

## **OF THE**

### **SUPERINTENDENT OF SCHOOLS.**

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**TO THE SCHOOL COMMITTEE OF THE SCHOOL DISTRICT OF  
THE CITY OF DOVER:**

I submit herewith my second annual report as superintendent of the schools of Dover.

**A PRELIMINARY CONSIDERATION OF THE POSITION OF THE  
SCHOOLS IN THE SOCIAL FABRIC.**

If children grow to maturity indolent, ignorant, and with vicious habits, society suffers, for life and property become unsafe and taxes for the support of criminals, paupers and the inefficient, increase, so that the expense of honorable living in such a community becomes prohibitive.

To prevent such a calamity, as a means of self preservation, civilized states have taken from parents the complete control of their own children and have established schools and other educational agencies. The state does not school the child as a help to needy parents but that it may preserve itself and the cherished ideals of civilization from threatened destruction.

Through long years in New England little was asked of the schools. They presented to the child but the means of education, reading, writing and arithmetic. The child received his education in a larger part from the home. The boy worked by his father's side, the girl by her mother's. Each, from contact with mature, thoughtful minds gained the science, the philosophy, the ideals of life that formed his real education. Today, the schools must not only furnish the means of education but must guide the education as well,

for the last generation has seen a complete change in social and economic life. The boy no longer works with his father. If he follows him to work the sign "No Admission" stares him in the face. The father sees his children only in the evening for a playful hour but is no longer an educative force.

In many cases the mother, too, works from home, and commonly our social institutions are such that the girl has not the opportunity to become an adept in the art of home making; while both boys and girls lack the discipline of set tasks. Not only has our social life been changing but our population has been changing too. More and more there have come to us those to whom English is an unknown tongue and to whom Anglo-Saxon ideals are foreign. In our city this change in population is bound to continue. These foreigners are to be our citizens and with good hope we may believe that our civilization will not lose from the union with other races.

These changes have brought new duties to the schools. First, that to the means of education be added the science of the material world and the philosophy of life. Then, community ideals, which lead to worthy citizenship. Now, there rests upon it the inculcation of higher ideals of decent living, the teaching of the nobility of labor and the preparation for success in life, that is, to reading, writing and arithmetic the schools added history, geography, civics, physiology, music and drawing, and now are called upon to teach all that makes for decent homes and standards of living and also such vocational branches as will enable each child to become a self sustaining member of the community.

In the last generation the standard of living has changed. We are unwilling to live in houses with the conveniences that were thought adequate a generation ago. We demand better roads than they had then, we will not employ a physician who still uses their methods, we will not even trade in a store which then would have been regarded as of notable excellence. The public will no longer suffer the conditions

of a generation ago. They demand better school buildings, cleaner, better lighted, better ventilated, more attractive. They demand better teachers, thoroughly trained for their work. Parents demand that the pupils with whom their children must associate shall be clean and free from disease and unwholesome emanation. It will appear from the report that follows that we have not been unmindful of these demands, but we cannot do our full duty until through the help of the school physician and school dentist no child is allowed to block his own future or offend his neighbor by decayed teeth, defective eyesight and incipient disease.

## THE WORK OF THE YEAR.

### 1. THE TEACHERS.

During the summer came the resignations of Miss Bertha Arnstein, Mr. A. E. French, Miss Caroline E. Hammond, and Miss Edith E. Meserve. The vacant positions were filled by the election of Miss Ruth D. Corson, Miss Clara B. Hopkins, Miss Bertha E. Eaton, and Miss Helena A. Cavanaugh. In the fall term Miss Mabel Hayes, because of ill health, resigned her work in the high school and Miss Grace M. Thompson has been elected to carry on her work. With so small a change in the teaching force the superintendent has been able to devote less time to the careful supervision of the work of the rooms and more to the material improvement of the school system than would otherwise have been possible. In addition to teachers' meetings for conference and direction the superintendent has lectured to the teachers on

1. Industrial Education.
2. Evolution and the Recapitulatory Theory.
3. Nascent Periods and Stages of Development.
4. Formal Discipline and Change in View Point.
5. The Montessori System.

### 2. THE SCHOOLS.

*High School.* The school under the excellent management of its present principal continues to increase in numbers

and in favor with the people. It is greatly cramped for room and needs opportunity for development in vocational lines. Through its academic courses it prepares many for college and few of these by failures have brought discredit upon their alma mater. The graduates of its commercial curriculum are finding work in our midst but unfortunately we are as yet unable to offer courses looking to the chief occupations of men and women in Dover. Your attention is called to the detailed report of the principal on page 340.

*Elementary Schools.* The work in these schools has gone on as usual. In accordance with the recommendation of the committee of eight the sixth grade history has been enlarged by the addition of work on the European beginnings of American history. In penmanship the work of the last five years shows in the excellent handwriting of the upper grades. Diplomas as professional penmen were granted to nineteen eighth grade pupils. Of these, twelve were in Miss Lawrence's room, six in Mr. White's, and one in Miss Morrison's.

Many books, soiled and worn, have been discarded this year, and special care is being taken by teachers and pupils to keep clean the new books which have replaced the old. In particular, the number of supplementary readers has been greatly increased. The school department furnishes text books at cost to those who wish to buy them. It is of so great importance to a child to own his own books, that I believe that parents who are able to do so should more generally take advantage of this opportunity. The cost of all books used would rise from about \$1.50 in the first grade to \$4.00 in the eighth.

*Evening School.* In this most important part of our school system we aim to give the rudiments of English to young foreigners who are at work during the day. The report of the principal is on page 344.

*Rural Schools.* The school at the Upper Neck remains very small and it is an open question how long it will be profitable to continue it. The Back River school is large

and makes an admirable community centre. I think it should remain open permanently and hope that in time we shall be able to fit it more closely to the needs of the locality, by the introduction of elementary agriculture, domestic science and woodwork.

### 3. MUSIC AND DRAWING.

Mr. A. E. French, for thirteen years teacher of music, resigned his position at the close of the school year, and Miss Hopkins was elected to fill the vacancy. Mr. French will long be remembered for his devotion to the work and his high musical ideals. In connection with the drawing, we now have handwork throughout the first five grades, and this leads directly to the industrial work of grades 6-8. The first three grades have modeling in plasticine, the fourth has weaving, and the fifth, raffia work.

### 4. MANUAL TRAINING AND DOMESTIC SCIENCE.

The chief advance during the year has been the starting of work in these branches. The school board has advocated their installation for many years and as the time seemed opportune an appropriation of \$1,500 was voted by the city councils for this purpose. The report of this expenditure will be found on page 323.

The teachers, Miss Christine Rowell and Miss Isabel Mowry, were obtained from the Plymouth Normal school, where each had special preparation for our work. Miss Rowell has the manual training and Miss Mowry the domestic science, and each is doing admirable work. The manual training was established in the old public library rooms in the city building. A section of these rooms was separated from the remainder, closets built, and manual training benches and tools provided. The boys of all the sixth, seventh and eighth grades of the city come here for work two hours each week. Among their work has been the making of cake boards, sleeve boards, and envelope holders.

Temporary quarters for the domestic science were ob-

tained by utilizing the vacant rooms of the Sherman building. These rooms are admirable, though the building is unsuitable for school purposes. Here the girls of grades 6-8 come two hours a week for work in cooking, sewing and household duties. The equipment can readily be removed to a new building when room is available for it.

Both boys and girls have entered upon the new work with enthusiasm, and, in many cases, pupils have continued their instructions by practice at home. This departure won instant favor from the parents and from the many citizens who have visited the rooms.

Mr. Charles E. Wendell, chairman of the committee on industrial education, has given lavishly of his time and effort to bring about the successful installation of these courses, and the excellent start that we have made is due to his energetic activity and sound judgment.

#### 5. PHYSICAL CHANGES.

With the beginning of the new year we definitely set about the work of better physical conditions in the elementary schools. The sweeping of the schools had been done in part by the janitors and in part by the school boys, and the results were not good. The janitors were relieved of a part of their work so that they would have sufficient time for keeping their basements and stairways in good condition. All the schoolrooms are now swept and dusted twice a week by women hired for this purpose. This has brought an improvement, but I am inclined to think that a better plan eventually will be to add another janitor and to have each janitor take entire care of his buildings.

A sweeping compound is now used by the janitors, and teachers are furnished with soap and paper towels for the children. I hope it will be possible soon to equip with liquid soap servers. We are able now to see that the hands, faces and necks of all children are clean. I wish we could do more, and am convinced that when we enlarge our school plant we must add a bath room with a matron in attendance

perhaps a half day a week to bathe such little children as cannot secure proper attention elsewhere, that no longer they may endanger their own health and be an offense to those around them.

The work that has been done by the committee on schoolhouse repairs is so important that it deserves mention here. The committee was granted an extra appropriation this year and has expended the money with economy, excellent judgment, and to the great advantage of the schools.

For some time, in our basements and attics have been accumulating discarded desks, settees and blinds. All of these have been cleared away and the basements thoroughly whitewashed. This has greatly improved the conditions. In six of our schoolrooms the seats were arranged so that the light fell on the pupil's right shoulder instead of left, causing the shadow of his hand and pencil to obscure his work and produce an eye strain that was unnecessary and must have produced impaired vision. In four of these rooms the seats were rearranged last summer and the others should receive attention.

Since June all the schools have been equipped with sanitary drinking fountains, so that children may quench their thirst without using a common cup or disease carrying drinking vessel. The Keith bubbler of the E. E. Knott Co. was the one chosen. The equipment should have been ready at the opening of school in September, but owing to the extreme dilatoriness of the company it was late in November before the fountains were delivered.

None of our elementary schools is in a modern building and the basements of all were, according to modern standards, unsanitary and unwholesome. The condition of the Sawyer school basements need not be retold here. It was seen that complete renovation was needed and the committee asked for an appropriation for that purpose. The work was well done and the result is admirable, but the basements of the Belknap, Hale, Peirce and Varney schools are in the same general

condition. One, at least, of these schools should be taken each year and be made right. With the exception of the Sherman school, which ought to be abandoned, the Hale school is in the worst condition, and I recommend to the committee on repairs that this building be put into as good condition as is the Sawyer school. The committee has done what it can to improve the lighting of the basements and the janitors are doing what they can to keep them clean.

#### 6. CITY PHYSICIAN.

The city ordinance requires the city physician to vaccinate only children of indigent parents. Many parents have felt aggrieved at this rule and think that compulsory vaccination should be without charge to them. It appears also to be a hardship that pupils who obtain employment certificates must pay for their physical examination and for many reasons the results would be much better if all these certificates of fitness for work be granted by a single physician. I suggest to the city councils that the salary of the city physician be suitably increased and that the vaccination of school children and the examination for labor certificates be without charge.

#### OUR FIRST GREAT NEED.

Twenty-four years ago Thaddeus P. Cressey, then chairman of the school committee, in his annual report recommended the introduction of manual training. Frequently since then, other chairmen have repeated this recommendation. We are now taking our work in manual training and domestic science through the elementary schools. It must not stop there. In our high school we are preparing boys and girls for college, we are fitting them for clerical positions but we have no curriculum which fits the boy for mechanical pursuits and the girl to be an educated homemaker. We need a curriculum in mechanic arts for these boys who should carry on their wood-working and take up mechanical drawing and working in iron until they are ready for the skilled mechanical work in our shops and factories. Our



manufacturing city calls for young men fitted for the jobs that are here. We need also a domestic arts curriculum so that girls who do not wish an academic college course, or a commercial position, may procure educational studies looking toward the needs of the home. Such a curriculum would include cooking, dressmaking, and millinery, household mechanical appliances, household sanitation, nursing, household economics, and design and decoration.

Miss Martha Hanson in her will has left \$2,000.00 which I hope will soon be available for the establishment of such high school courses. This sum would furnish the necessary initial equipment but at once we face the condition that our high school is now over crowded and we have no room for these new branches. If with our high school we are to make the forward step that this city urgently demands, and if we are to utilize this legacy, an additional building is imperative.

#### THE SECOND GREAT NEED.

For a number of years the school committee has urged that a new grammar school building must be erected. I do not see how longer delay is possible. This is the condition now :

(1) There are two grades in the high school building and because of this the high school is crowded and inconvenienced, for it needs the entire building. One grade, at least, must be removed this year, and this will mean the renting of suitable quarters. It must be remembered that since entering the new building the high school has increased from 180 to 330.

(2) An eighth grade is housed in the basement of the City building in a room without ventilation, accessible water, toilet rooms or any school accessories. It is, in fact, a poorer room than those at Pine Hill and in Central hall which, before it, were condemned and closed.

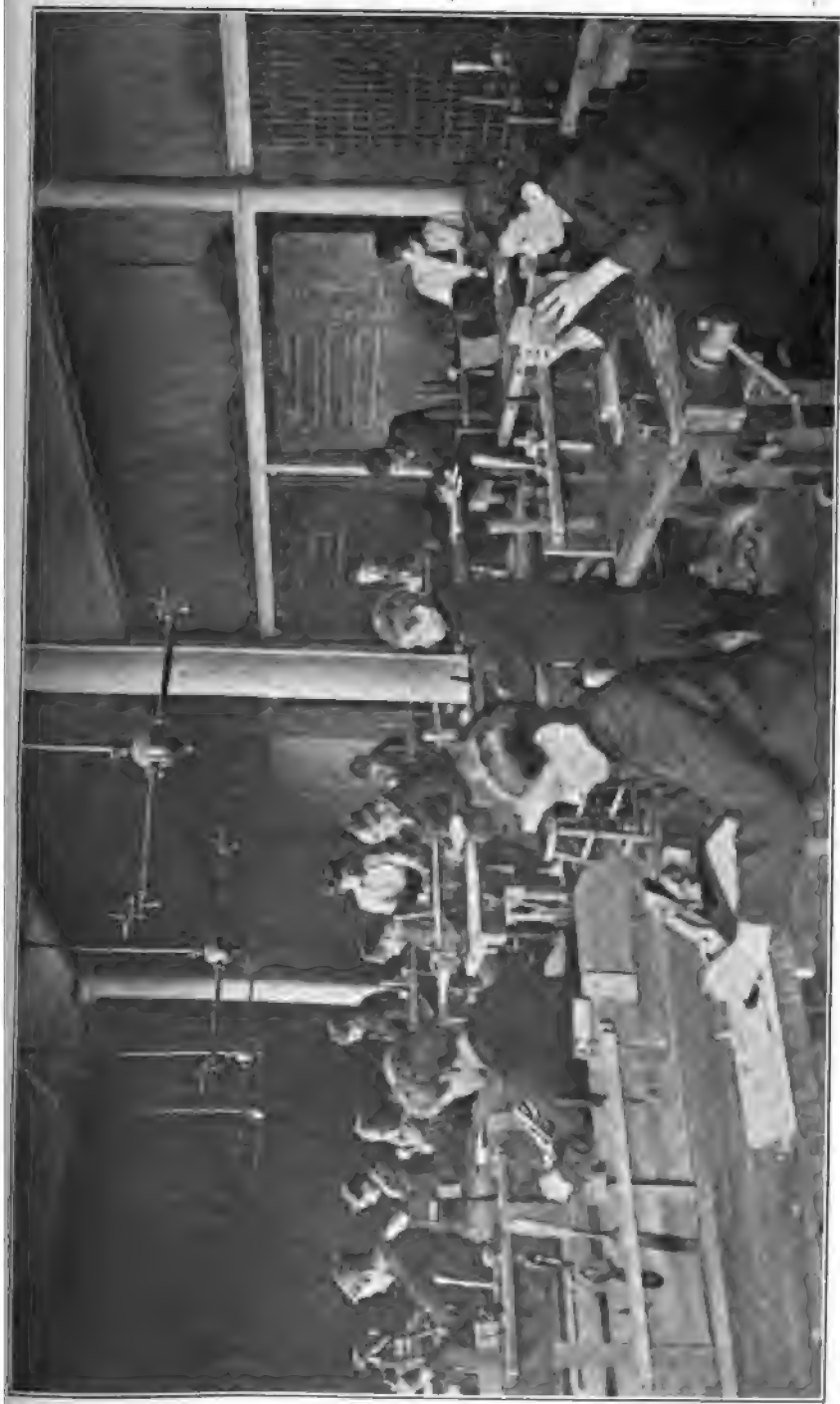
(3) There are two grades in the Sherman building, and all the girls from the upper grades go twice a week there

for industrial work. That this building should be closed is no longer a debatable question. We need, then, a grammar school building sufficient for five grades and our work in domestic science and manual training.

#### HOW WE MAY MEET OUR TWO GREAT NEEDS.

The city cannot of course build two school buildings. It can, however, build on St. Thomas street, back of the high school, a schoolhouse adequate for both purposes for about the cost of a grammar school building. In this location it could be heated from the high school boilers without a separate installation. This would result in an initial and permanent saving, and would, moreover, permit the use of the entire basement for school purposes. An additional saving would result from the fact that the playground is adequate without additional purchase.

The plan calls for a two-story building with a basement, the new building to be joined to the high school by a corridor and connecting rooms. This would give rooms for five grades, ample room for the domestic science and manual training of the grades, and for the domestic arts and mechanic arts of the high school, together with such store rooms, toilet and bathing facilities as are needed. By building upon this lot we would prevent the scattering of effort by putting the high school vocational work under the same roof as the other high school activities; we would put the vocational work for the grades where it could be most conveniently reached from the grammar grades of the city; we would locate the schools of five grades in the most central place of the section concerned; we would, moreover, close the Sherman school, the school in the City hall basement and would relieve the high school of its crowded condition. Since the heating plant in the high school could be used, and since the playground is already provided, this building could be erected for no more than a grammar school would cost if located elsewhere. Such a building as I have in mind would



A CLASS IN MANUAL TRAINING.



cost, I am told by a competent architect, about \$26,000.00. and would meet our school needs for years.

#### A SUGGESTION.

Each year many Dover citizens draw their wills or revise them. A number of these people, having sufficient means and desiring that their substance may do good deeds when they can no more, make public bequests. Our local charitable institutions have often been generously remembered and other worthy objects have been favored. Often educational institutions have been aided, but almost without exception these have been institutions in other towns, colleges for the select few, private schools for the wealthy or denominational schools. Should not more often will-makers and those who wish to do good while yet living, show their faith in our public schools and their wish for the welfare of Dover by devoting their means to the educational needs of our city?

Our high school rooms are now suitably ornamented with pictures and other decorations, but many of our elementary schools have walls bare and dingy. I wish these rooms could be made as beautiful as are the high school rooms, and believe here is an opportunity for benefaction by those who love children or who love art and believe that the beautiful has its effect on the human soul. In hospitals and charitable homes we often find rooms with distinctive names, and know that some parent has furnished the equipment of that room that the memory of a lost child may be permanent. It is, indeed, praiseworthy, thus, as a kindly remembrance of a loved one, to alleviate the weariness of the sufferer who occupies the memorial room, but would it not bring even more beneficent results to render beautiful a single school room? As a memorial to some child and in his name, through pictures and other ornamentation to make cheerful and happy the surroundings, not of one sufferer, but of thirty-five impressionable children would make the donor a public benefactor.

I believe that the reason why our public schools have been so often overlooked by givers of gifts and makers of bequests is because they have not known what needs could be met in this way and for this reason I am adding a list of needs by which money can be turned into character, and I recommend that this list be filed for convenient reference by lawyers, physicians and the clergy, in fact by any who may be called to give advice to those who love the city of Dover and wish to aid in its betterment.

1. Ornamentation of rooms.

Single pictures, \$3.50-\$10.00 each.

Complete decoration of room, \$75.00-\$150.00.

2. Music.

Victrola for each school building, \$50.00

Good records for the same, \$25.00.

Piano player for the high school.

3. Concerning the health of indigent children.

Glasses and care of eyes, income of \$1,000.00.

Operations for adenoids, income of \$1,000.00.

Dental work and care of teeth, income of \$5,000.00.

Providing shoes and clothing, income of \$2,000.00.

Employment of school nurse, \$1,000.00 per year.

Offers of services by dentists and physicians will be welcomed. \$25.00 of work annually.

4. The teachers.

A pension fund for teachers who have taught thirty years in Dover schools, \$400.00 per year for each teacher pensioned.

5. Physical directors and playgrounds.

Systematic physical instruction for high school girls, \$750.00 per year.

A salaried coach for high school teams, \$500.00 per year.

Playground apparatus, slides, swings, etc., needed in every school yard, \$250.00 for each school.

Playground director for summer vacation.

High school athletic field and city playground. If the

playground back of the high school could be extended to Atkinson street, it would be large enough for foot ball and base ball and would make an ideal city playground. This would call for the purchase of several houses and the draining and grading of the entire field but it would make a lasting monument to some wealthy citizen of Dover.

#### SUMMARY AND CONCLUSION.

In brief, it is our work to educate our young people for the needs of Dover today and for a generation hence. Our chief efforts this year have been in improving the material surroundings of the schools and in the introduction of industrial work in the grades. Our great and immediate needs are the carrying of this work into the high school in vocational courses and the better housing of certain of our grammar schools. Neither of these needs, if we consider the future development of Dover and the health of our young people, can with justice and wisdom be longer delayed.

To all the members of this board and especially to its chairman, I express my appreciation for courteous treatment and hearty support.

Respectfully submitted,

E. W. BUTTERFIELD.

Dover, N. H., December 31, 1912.

# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE HIGH SCHOOL.

TO THE SUPERINTENDENT OF SCHOOLS:

Sir:—I submit herewith my annual report as principal of the Dover High School.

	1910-11	1911-12	1912-13
First term, total enrollment, . .	323	331	324
First term, per cent. of attendance,	97.93	97.40	96.35
First term, number of tardiness, .	33	37	20
First term, per cent. left school, .	3.7	3.6	5.2
Enrollment, end of term, . . . .	311	319	307

#### ENROLLMENT BY CLASSES.

	1st yr.	2nd yr.	3rd yr.	4th yr.	Totals.
Boys, . . . . .	42	36	25	32	135
Girls, . . . . .	56	47	45	34	182
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	98	83	70	66	317

#### Post-graduates:

Boys, . . . . .	3	
Girls, . . . . .	4	7
		<hr/>
		324

#### CHANGES IN THE COURSE OF INSTRUCTION.

Pupils in mathematics have hitherto been required to devote the first year exclusively to algebra and the second to geometry. In place of this course we have substituted one which combines the two subjects at the beginning and develops them together throughout the two years. During the



first year chief emphasis is placed on the algebra, but geometric notions are introduced at an early stage, geometric problems are solved by algebraic methods, and the fundamental principles of geometry are established. During the second year algebra will be carried through quadratics and the usual requirements in plane geometry completed.

Thus far the new course has shown its superiority in several ways. At the outset a very liberal use of the inductions of arithmetic is made in introducing the algebraic notation. This has resulted in making much easier the transition from arithmetic to algebra, always a troublesome period for pupils entering the high school. Especial emphasis should be placed upon this, as, after this year, pupils entering from our schools will not have had preliminary drill in elementary algebra. The mixing of elementary geometry with the algebra has been very successful and has added greatly to the pupils' interest in the work. Above all, by its great informality in the treatment of the two subjects, the course has done much to prevent mechanical work on the part of the pupil and to stimulate original thought.

In first year Latin the entering class has been taught Latin as a spoken language. Text-books have been discarded and the instruction made exclusively oral. The pupils start with the reading of complete sentences and learn the meanings of words and the significance of terminations only as these occur in actual use. The study of formal grammar and systematic inflections is reserved for more advanced work and the pupils are encouraged to think in Latin and to express themselves in simple sentences. Already the class is reading short stories involving several sentences and has a working acquaintance with a considerable vocabulary. With this method, recitations are not as finished, but the interest is greater and the general attitude of the class toward the subject is very encouraging.

#### A TRIP TO WASHINGTON.

Under the direction of Miss Winship, the senior class pre-

sented the comedy "All the Comforts of Home," at the opera house last spring. The proceeds of this entertainment, about four hundred and fifty dollars, were expended on a trip to Washington during the spring vacation. Accompanied by many of their relatives, the members of the class spent an enjoyable and profitable week at the capital.

#### ATHLETICS.

In athletics the activities of the school have been more than usually extended. The pupils have supported a baseball and a football team, by entertainments given in the assembly hall. In addition, a track team was organized last spring and, though handicapped by the lack of a gymnasium or any suitable grounds for out-of-door practice, its members made a very creditable showing at the interscholastic meet at New Hampshire college in May, as well as in contests with neighboring schools.

For some time past the girls of the school have supported an organization, "The Ozone Club," for the promotion of out-of-door exercise. During warm weather many short walking trips and picnics have been carried out by this club with the assistance of the teachers. As at present conducted, I believe that our athletics are a distinct benefit to the school.

In conclusion, I must express my obligation to the teachers of the school. They have all heartily seconded my efforts, and to them I am indebted for many plans and suggestions that have made for the welfare of the school.

Respectfully submitted,

MELVIN M. SMITH,

Principal of the High School.

# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE EVENING SCHOOL.

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TO THE SUPERINTENDENT OF SCHOOLS:—

SIR:—I submit this my report as principal of the evening school:

	1911-12	1912-13
School opened, . . . . .	Oct. 30	Oct. 14
School closed, . . . . .	March 1	
Number of sessions, . . . . .	68	
Total enrollment, . . . . .	183	189
Boys, . . . . .	161	174
Girls, . . . . .	22	15
Greeks, . . . . .	90	118
Syrians, . . . . .	45	35
Armenians, . . . . .	18	16
French, . . . . .	14	14
English speaking, . . . . .	16	16
Number over 18 years, . . . . .	93	102
Number under 18 years, . . . . .	90	87
Average attendance, . . . . .	97	

Teachers employed: John Daeris, Themistocles Yaxis,  
Ida B. Hanson, Mary E. Twombly, Grace B. Henderson,  
Jennie S. Smith, Gertrude F. Lyons.

Respectfully submitted,

WILLIAM F. WHITE,

Principal of Evening School.

Dover, N. H., December 31, 1912.

# REPORT

## OF THE

### TRUANT OFFICER.

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To THE SCHOOL COMMITTEE:—

I respectfully submit the following report for the year 1912.

Number of complaints from teachers, . . . . .	311
Number of complaints from the Sacred Heart parochial school, . . . . .	11
Number of complaints from St. Joseph's paro- chial school, . . . . .	26
Number of complaints from St. Charles' paro- chial school, . . . . .	13
Whole number of complaints received, . . .	361
Number of cases of absence investigated, . .	342
Number of cases of tardiness investigated, . .	19
Number of children found absent without good reason, . . . . .	105
Number found to be truant, . . . . .	42
Number of visits to schools, . . . . .	361
Number of visits to families, . . . . .	361
Number of visits to manufacturing establish- ments, . . . . .	39
Number of arrests, . . . . .	2
Number of children prosecuted, . . . . .	2

V. H. CAVERLY,  
Truant Officer.

Dover, N. H., December 31, 1912.

## TO THE SCHOOL COMMITTEE:—

I have the honor to submit herewith my report relative to the enumeration of children assigned to me by vote of your board.

The results of the enumeration are as follows:

Number of children between the ages of five and sixteen years:

Boys, . . . . .	1,093
Girls, . . . . .	1,118

Total, . . . . .	2,211
------------------	-------

Number between ten and sixteen years who cannot read and write in the English language, . . . . .	30
---	----

Number of those born in New Hampshire, . . . . .	2
--	---

Number born elsewhere in the United States, . . . . .	4
---	---

Number born in foreign countries, . . . . .	24
---	----

Total, . . . . .	30
------------------	----

Number between the ages of five and eight who do not regularly attend school (about), . . . . .	90
---	----

Number between the ages of eight and fourteen who do not regularly attend school, . . . . .	2
---	---

Number between the ages of fourteen and sixteen who do not regularly attend school, . . . . .	140
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Respectfully submitted,

V. H. CAVERLY,  
Truant Officer.

Dover, N. H., December 31, 1912.

**APPENDIX.**  

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**STATISTICS.**  

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**TEACHERS.**

Number of teachers during the year 1911-1912:

High school, . . . . .	11
Grades 5-8, . . . . .	13
Grades 1-4, . . . . .	17
Ungraded schools, . . . . .	2
Music teacher, . . . . .	1
Drawing teacher, . . . . .	1
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Total, . . . . .	45
Number of male teachers, . . . . .	4
Number of female teachers, . . . . .	41
Number of teachers who have graduated from a normal school, . . . . .	14
Number of teachers who have graduated from a training school, . . . . .	13
Number of teachers who have graduated from college, . . . . .	11
Number of teachers who have a state certifi- cate, . . . . .	31

# SCHOOL DIRECTORY.

DOVER, N. H..

Name.	School.	Grade.	Residence.
E. W. Butterfield.....	Supt. of Schools.....		292 Locust St.
Melvin M. Smith.....	High.....		74 Atkinson St.
Leonard O. Merrill.....	"		165 Locust St.
Lou F. Smith.....	"		74 Atkinson St.
Majorie W. Shaw.....	"		7 West Concord St.
Maude Winship.....	"		141 Silver St.
Lillian L. Latham.....	"		158 Central Ave.
A. Louise Barker.....	"		10 Richmond St.
Maude M. Bradford.....	"		36 Lexington St.
Belle Gleason.....	"		86 Silver St.
Bertha E. Eason.....	"		110 Locust St.
Grace M. Thompson.....	"		110 Locust St.
W. F. White.....	Sawyer.....	8	30 Fourth St.
Carrie S. Hanson.....	"	7	14 Silver St.
Helen M. Clark.....	"	6	94 Portland St.
Elizabeth C. Davis.....	"	5	Cocheco St.
Jennie F. Philbrick.....	"	4	50 Mt. Vernon St.
Grace B. Henderson.....	"	3	831 Central Ave.
Carrie B. Drew.....	"	2	43 Silver St.
Hattie J. Bickford.....	"	1	23 Oak St.
Ida B. Hanson.....	Belknap.....	7	14 Silver St.
Mary E. Twombly.....	"	6	120 Central Ave.
Gertrude F. A. Lyons.....	"	6-5	52 Belknap St.
Alice H. Davis.....	"	5	162 Central Ave.
Florence A. Morrison.....	City Hall.....	8	169 Mt. Vernon St.
Grace E. Lawrence.....	High.....	8	7 West Concord St.
Bernice M. Stearns.....	"	7	182 Silver St.
Helena A. Cavanaugh.....	Sherman.....	6	43 Orchard St.
Edna F. Rines.....	"	5	113 Portland St.
Ruth D. Corson.....	Pierce.....	4	9 Lexington St.
Hattie F. Ham.....	"	3	Toland
Alice E. Murphy.....	"	2	13 Orchard St.
Jennie S. Smith.....	"	1	577 Central Ave.
Mollie F. Flynn.....	Varney.....	4	South Berwick, Me.
Angie G. Osborne.....	"	3	15 First St.
Grace E. Winkley.....	"	2	7 West Concord St.
Mary W. Whitely.....	"	1	Mt. Pleasant.
Grace E. Lawlor.....	Hale.....	4	43 Orchard St.
Katherine A. Murphy.....	"	3	38 Oak St.
Edith A. Gowen.....	"	2	220 Washington St.
Mary McDonough.....	"	1	24 Mill St.
Emily S. Folsom.....	Welch.....	1	290 Locust St.
Mary T. Towle.....	Back River.....		R. F. D. No. 1.
Mildred Smith.....	Upper Neck.....		366 Central Ave.
Isabel M. Morey.....	Domestic Science.....		108 Broadway.
Christine M. Rowell.....	Manual Training.....		35 Belknap St.
Clara B. Hopkins.....	Music.....		129 Silver St.
Eva E. Bunker.....	Drawing.....		110 Locust St.

## SALARIES.

## GRADED SALARIES.

First year, . . . . .	\$300 00
Second year, . . . . .	350 00
Third year, . . . . .	400 00
Fourth year, . . . . .	450 00
Fifth year, . . . . .	500 00
Sixth year, . . . . .	550 00
Seventh year (for 8th grade only), . . . . .	600 00
Principal Belknap school, . . . . .	650 00
Principal Sawyer school, . . . . .	1,000 00

## HIGH SCHOOL.

Principal, . . . . .	\$1,700 00
Sub-master, . . . . .	1,000 00
Two assistants, . . . . .	900 00
Two assistants, . . . . .	800 00
Four assistants, . . . . .	750 00
One assistant, . . . . .	700 00

## SPECIAL TEACHERS.

Music (three days per week), . . . . .	\$600 00
Drawing (four days per week), . . . . .	550 00

## COST.

Population of city by census of 1910, . . . . .	13,247
Assessed valuation, April, 1912, . . . . .	\$11,073,648 58

Rate of taxation for all school expenses, 4 mills on \$1.00.

Total expenditure of the school committee for day schools, exclusive of text-books and supplies, . . . . .	\$43,389 86
Cost per pupil based on total enrollment, . . . . .	30 79
Cost per pupil based on average enrollment, . . . . .	33 77
Cost per pupil of total enrollment for text- books and supplies, . . . . .	1 61



Cost per pupil of average enrollment for  
text-books and supplies, . . . . . 1 77

Table showing expense of text-books, reference books  
and pupils' supplies:

	Appropriation.	Available.	Expended.	Per capita on Total Enrollment.	Per capita on Average Enrollment.
1908, . . . . .	\$1,900	\$1,944 87	\$2,026 06	\$1 32	\$1 45
1909, . . . . .	1,900	1,858 04	1,893 01	1 28	1 39
1810, . . . . .	2,000	2,006 56	2,055 22	1 36	1 47
1911, . . . . .	2,100	2,149 24	2,083 22	1 44	1 60
1912, . . . . .	2,100	2,326 02	2,278 41	1 61	1 78

#### ATTENDANCE.

Number of pupils enrolled during the year ending June,  
1912, excluding duplicate enrollments:

Schools	Total	Boys	Girls
High school, . . . . .	335	151	184
Grades 5-8, . . . . .	466	231	235
Grades 1-4, . . . . .	571	303	268
Suburban schools, . . . . .	37	15	22
Total, . . . . .	1,409	700	709
Evening school, . . . . .	183	161	22
Total, . . . . .	1,592	861	731
Parochial schools:			
St. Joseph . . . . .	241	207	34
Sacred Heart, . . . . .	391	92	299
St. Charles, . . . . .	374	170	204
Total parochial, . . . . .	1,006	469	537
Total public, . . . . .	1,592	861	731
Total for all the schools, . .	2,598	1,330	1,268

Number of pupils enrolled by grades during the year ending June, 1912, excluding duplicate enrollment:

School	Total	Boys	Girls
Grade 8, . . . . .	104	49	55
Grade 7, . . . . .	113	57	56
Grade 6, . . . . .	127	65	62
Grade 5, . . . . .	136	65	71
Grade 4, . . . . .	138	78	60
Grade 3, . . . . .	137	65	72
Grade 2, . . . . .	142	75	67
Grade 1, . . . . .	177	95	82
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Total, . . . . .	1,074	549	525
Number of pupils between six and eight years,			213
Number of pupils between eight and fourteen years, . . . . .			735
Number of pupils between fourteen and sixteen years, . . . . .			283
Number of pupils over sixteen years of age, .			178
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Total, . . . . .			1,409
Average membership:			
High school, . . . . .	313		
Grades 5-8, . . . . .	425		
Grades 1-4, . . . . .	515		
Suburban schools, . . . . .	32		
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Total, . . . . .			1,285
Parochial schools:			
St. Joseph, . . . . .	238		
Sacred Heart, . . . . .	377		
St. Charles, . . . . .	368		
<hr/>			
Total parochial, . . . . .			978
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Total, all the schools, . . . . .			2,263

Average membership per cent. in each division in the public schools:

High school, . . . . .	24.4
Grades 5-8, . . . . .	33.1
Grades 1-4, . . . . .	40.1
Suburban schools, . . . . .	2.4
	<hr/>
	100.0

Per cent. that average membership is of total enrollment, . . . . . 94

Average daily attendance:

High school, . . . . .	302
Grades 5-8, . . . . .	404
Grades 1-4, . . . . .	474
Suburban schools, . . . . .	30
	<hr/>
Total, . . . . .	1,210

Parochial schools:

St. Joseph, . . . . .	211
Sacred Heart, . . . . .	360
St. Charles, . . . . .	325
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Total, parochial schools, . . . . .	896
Total for all the schools, . . . . .	2,106

Average daily absence:

High school, . . . . .	10
Grades 5-8, . . . . .	21
Grades 1-4, . . . . .	41
Suburban, . . . . .	2
	<hr/>
Total, . . . . .	74

Per cent. that average attendance is of average membership for the year:

High school, . . . . .	96.7
Grades 5-8, . . . . .	94.2

Grades 1-4, . . . . .	91.8
Suburban, . . . . .	94.7

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Average per cent. for city, . . . . .	94.2
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Number of tardinesses during the year:

High school, . . . . .	81
Grades 5-8, . . . . .	396
Grades 1-4, . . . . .	412
Suburban schools, . . . . .	39

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Total, . . . . .	928
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Number of pupils neither absent nor tardy:

High school, . . . . .	86
Grades 5-8, . . . . .	65
Grades 1-4, . . . . .	46
Suburban, . . . . .	7

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Total, . . . . .	204
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## ROLL OF HONOR.

### HIGH SCHOOL.

Thomas Anderton, Gertrude Bell, Alice Bennett, Florence Blaisdell, Josephine Bradley, Annie Calcutt, Leon Calef, Oramel Card, Thomas Cash, Fred Cater, Gertrude Cater, James Cavano, George Chesley, Harold Chesley, Ivy Bell Chesley, Marion Chesley, Percy Chorlton, Helen Clarke, Lena Clarke, Margaret Clifford, William Colbath, Gladys Corson, Robert Crosby, Velma Davis, Vera DeMerritte, Molly Devereux, Natalie Ewer, Clarence Felker, Alice Fernald, Martha Fisher, Mildred Flynn, Anna Fogg, Walter Forrest, Prudence George, Fred Goddard, Helen Grant, Maurice Hale, Helen Hayes, Harriette Henderson, Ethel Hitchens, Zilla Hodgdon, Martha Hoitt, Sadie Hughes, Miriam Hudson, Harold Kidder, Harry King, Mildred King, Emily Kisterman, Warren Knox, Joseph Long, Nat Lunt,



Photo  
of the  
band

# REPORT

## OF THE

### TRUANT OFFICER.

**TO THE SCHOOL COMMITTEE:—**

I respectfully submit the following report for the year 1912.

Number of complaints from teachers, . . . .	311
Number of complaints from the Sacred Heart parochial school, . . . . .	11
Number of complaints from St. Joseph's paro- chial school, . . . . .	26
Number of complaints from St. Charles' paro- chial school, . . . . .	13
Whole number of complaints received, . . .	361
Number of cases of absence investigated, . .	342
Number of cases of tardiness investigated, . .	19
Number of children found absent without good reason, . . . . .	105
Number found to be truant, . . . . .	42
Number of visits to schools, . . . . .	361
Number of visits to families, . . . . .	361
Number of visits to manufacturing establish- ments, . . . . .	39
Number of arrests, . . . . .	2
Number of children prosecuted, . . . . .	2

V. H. CAVERLY,  
Truant Officer.

Dover, N. H., December 31, 1912.

## TO THE SCHOOL COMMITTEE:—

I have the honor to submit herewith my report relative to the enumeration of children assigned to me by vote of your board.

The results of the enumeration are as follows:

Number of children between the ages of five and sixteen years:

Boys, . . . . .	1,093	
Girls, . . . . .	1,118	
	<hr/>	
Total, . . . . .		2,211
Number between ten and sixteen years who cannot read and write in the English language, . . . . .		30
Number of those born in New Hampshire, . . . . .	2	
Number born elsewhere in the United States, . . . . .	4	
Number born in foreign countries, . . . . .	24	
	<hr/>	
Total, . . . . .		30
Number between the ages of five and eight who do not regularly attend school (about), . . . . .		90
Number between the ages of eight and fourteen who do not regularly attend school, . . . . .		2
Number between the ages of fourteen and sixteen who do not regularly attend school, . . . . .		140

Respectfully submitted,

V. H. CAVERLY,  
Truant Officer.

Dover, N. H., December 31, 1912.

## SHERMAN SCHOOL.

Grade VI.—Doris Chesley, Zella Robinson.

Grade V.—Sarah A. Gallagher, Ethel A. Keniston.

## CITY HALL SCHOOL.

Grade VIII.—T. Harold Long, Myrtle L. Kennedy,  
Margaret L. McMullen.

## HIGH SCHOOL.

Grade VIII.—Willis B. Hayes, Wilfred J. King, Frances E. Looklin, Doris D. Stevens.

Grade VII.—Marion Blaisdell, Louis Desotelle.

## VARNEY SCHOOL.

Grade IV.—Maurice E. Cate.

Grade III.—Maidion M. Dalglish, Percy Robinson,  
Charles T. Winslow.

Grade II.—Helen Doe, Thelma F. Doe, Maxwell Foster,  
Alice Hartley, Inez Welch.

Grade I.—Frederick Smalley.

## BELKNAP SCHOOL.

Grade VII.—U. Sherman Avery, Ella E. Browne, Elsie L. Card, George A. Carr, Martha M. Eyres, Richard Howarth, Leroy B. Stacy, Wesley J. Tibbetts, Hazel L. Watson, Martha G. Welch.

Grade VI.—Lella E. B. Dalglish, Edna F. French, Crystal E. Goodwin, Fred W. McFadden, Virginia G. Smalley.

Grades V—VI.—H. Nason Avery, Philip T. Devlin, E. Mae Greenaway, Albert E. Howarth, Daniel Heald, Richard C. Jones, Thomas F. McGowan, Martha I. Spinney.

Grade V.—Earl C. Burnham, Ella A. Hill, Lena L. King, Beatrice E. Tibbetts, Marion E. Welch.



## HALE SCHOOL.

Grade IV.—Helen Duggan, Ernest Eyres, Frank Stacy.

Grade III.—Marie Ash, Ellen Allison, Margaret Murphy, Frank McConnell.

Grade II.—James Murphy, Ruth E. Whitney.

Grade I.—William H. Currier, William Heald, Marion C. Murphy, Elizabeth M. Wright.

## WELCH SCHOOL.

Grade I.—Earl F. Browne.

## BACK RIVER SCHOOL.

Harold B. Forrest, Howard E. Forrest, Effie M. Forrest, Mina M. Forrest, Annie M. Greenaway, George Greenaway, Gladys Greenaway.

## NUMBER OF TARDINESSES DURING THE LAST FIVE YEARS.

1907-1908, . . . . .	1,032
1908-1909, . . . . .	974
1909-1910, . . . . .	1,216
1910-1911, . . . . .	908
1911-1912, . . . . .	928

## VISITS.

## By the superintendent:

High school, . . . . .	93
Grades 5-8, . . . . .	111
Grades 1-4, . . . . .	118
Suburban, . . . . .	10

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Total, . . . . .	332
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## By members of the committee:

High school, . . . . .	26
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Grades 5-8, . . . . .	21
Grades 1-4, . . . . .	34
Suburban schools, . . . . .	0

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Total, . . . . .	81
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By parents, citizens and others:

High school, . . . . .	82
Grades 5-8, . . . . .	148
Grades 1-4, . . . . .	484
Suburban, . . . . .	50

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Total, . . . . .	764
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GENERAL.

Number of schoolhouses, . . . . .	13
Number occupied at close of year, . . . . .	11

Number of weeks in school year:

High school, . . . . .	38
Grades 5-8, . . . . .	37
Grades 1-4, . . . . .	37
Suburban schools, . . . . .	37

Number of schools, the average membership of which for the year has not been more than twelve pupils, nor less than seven, . . .	1
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COMPARISON OF ATTENDANCE FOR THE YEARS 1911-1912.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance per cent.		Number of Tardinesses.		Not Absent nor Tardy.	
	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911
High.....	335	330	313	307	303	296	10	11	96.7	96.5	81	95	86	82
Grades 5-8.....	466	471	425	433	404	409	21	24	94.2	94.2	396	362	65	47
Grades 1-4.....	571	605	515	524	474	482	41	43	91.8	91.8	412	375	46	33
Rural.....	37	42	32	38	30	36	2	3	94.7	94.7	39	71	7	8
Total.....	1,409	1,448	1,285	1,302	1,211	1,223	74	81	*94.2	*93.9	928	903	204	170
Evening.....	183	180	115	102	97	87	18	15	93.8	85.4	0	0	0	1
Total.....	1,592	1,628	1,400	1,404	1,308	1,310	92	96	93.3	93.3	928	903	204	171

\* Average per cent. for city.

Grades 5-8, . . . . .	21
Grades 1-4, . . . . .	34
Suburban schools, . . . . .	0
	<hr/>
Total, . . . . .	81
By parents, citizens and others:	
High school, . . . . .	82
Grades 5-8, . . . . .	148
Grades 1-4, . . . . .	484
Suburban, . . . . .	50
	<hr/>
Total, . . . . .	764

### GENERAL.

Number of schoolhouses, . . . . .	13
Number occupied at close of year, . . . . .	11
Number of weeks in school year:	
High school, . . . . .	38
Grades 5-8, . . . . .	37
Grades 1-4, . . . . .	37
Suburban schools, . . . . .	37
Number of schools, the average membership of which for the year has not been more than twelve pupils, nor less than seven, . . .	1

COMPARISON OF ATTENDANCE FOR THE YEARS 1911-1912.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance per cent.		Number of Tardinesses.		Not Absent nor Tardy.	
	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911
High.....	335	330	313	307	303	296	10	11	96.7	96.5	81	95	86	82
Grades 5-8.....	466	471	425	433	404	409	21	24	94.2	94.2	396	382	65	47
Grades 1-4.....	571	605	515	524	474	482	41	43	91.8	91.8	412	375	46	33
Rural.....	37	42	32	38	30	36	2	3	94.7	94.7	39	71	7	8
Total.....	1,409	1,448	1,285	1,302	1,211	1,223	74	81	*94.2	*83.9	928	903	204	170
Evening.....	183	180	115	102	97	87	18	15	83.8	85.4	0	0	0	1
Total.....	1,592	1,628	1,400	1,404	1,308	1,310	92	96	98.3	93.3	928	903	204	171

\* Average per cent. for city.



Sherman.....	Grade 5.....	Edna F. Kines.....	30	35	34	1	11.9	94.29	26	2
City Hall.....	" 8.....	Florance A. Morrison.....	31	28	27	1	13.10	95.32	56	3
High.....	" 7.....	Grace E. Lawrence.....	32	35	33	2	13.10	95.00	38	4
Varney.....	" 4.....	Harriet M. Stearns.....	34	31	28	2	13.8	91.65	54	2
" ..	" 3.....	Mollie F. Flynn.....	26	23	22	1	10.5	94.63	11	7
" ..	" 2.....	Angie E. Gurnea.....	25	24	21	2	10.3	91.90	11	3
" ..	" 1.....	Grace E. Winkley.....	28	24	21	2	8.8	91.36	42	7
Belknap.....	" 7.....	Mar W. Whiteley.....	38	32	25	4	8.8	86.45	25	1
" ..	" 6.....	Ida E. Hanson.....	34	33	32	1	12.0	95.06	6	10
" ..	" 5.....	Mary E. Twombly.....	41	38	36	2	11.11	95.96	6	5
" ..	" 4.....	Alice H. Davis.....	40	34	33	1	11.0	95.19	10	5
" ..	" 3.....	Gerrude F. Lyons.....	41	37	35	1	12.3	94.75	18	8
Hale.....	" 6.....	Grace E. Lawler.....	39	37	35	2	12.1	94.39	18	3
" ..	" 5.....	Katherine A. Murphy.....	38	37	35	2	8.9	91.30	11	4
" ..	" 4.....	Edith A. Gowen.....	31	28	26	2	8.3	91.35	54	2
Welch.....	" 1.....	Mary McDonough.....	31	29	26	3	6.10	90.45	54	4
Back River.....	" 17.....	Emily S. Polson.....	23	23	22	3	6.10	86.46	34	1
Upper Neck.....	" 17.....	Mary F. Town.....	26	22	21	1		97.37	36	7
		Mildred Smith.....	11	11	9	2		85.00	3	0

## MEMBERSHIP AND ATTENDANCE.

The average membership, as recorded in the school registers, is here given for five years, for purposes of comparison:

1907-08, . . . . .	1,395
1908-09, . . . . .	1,360
1909-10, . . . . .	1,398
1910-11, . . . . .	1,302
1911-12, . . . . .	1,285

Average attendance in the public schools, as given in printed reports, for the five years:

1907-08, . . . . .	1,314
1908-09, . . . . .	1,283
1909-10, . . . . .	1,308
1910-11, . . . . .	1,221
1911-12, . . . . .	1,210

## NO SCHOOL SIGNAL.

The following resolutions were adopted March 11, 1902:

*Resolved*—That the no school signal, viz: 2-2, 2-2, 2-2, struck at 7.40 A. M., shall be considered as a notification that no forenoon session will be held in any of the graded schools; when struck at 7.55, the signal shall apply to the grammar and primary schools only. The signal for the afternoon session shall be struck at 11.15 A. M. or 1.05 P. M.

*Resolved*—That the superintendent be hereby directed to instruct the teachers and pupils properly and thoroughly in regard to the foregoing resolution.

The signal was rung during the year 1912, January 15, for the afternoon.

## LIMITS OF SCHOOL DISTRICTS.

The following table of limits gives the general outlines of the districts which are subject to such changes as may be necessary from time to time.



## GRADE VIII.

**Sawyer school.**—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cochecho river, and Fourth street west of the Cochecho river.

**City Hall school.**—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central to Stark avenue and east of these streets. Suburban districts.

**High school.**—All of the southern and western part of the city not included in the above limits.

## GRADE VII.

**Sawyer school.**—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cochecho river, and Fourth street west of the Cochecho river.

**High school.**—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Suburban districts.

**Belknap school.**—All of the southern and western part of the city not included in the above limits.

## GRADES VI, V.

**Sawyer school.**—The northern part of the city bounded on the south by Fourth street west of the Cochecho river, the B. & M. R. R. between Cochecho river and Central avenue, and Ham street east of Central avenue.

**Sherman school.**—South of the Sawyer limits to George street and St. Thomas street and as far west as Belknap street. In addition, Rollinsford, Fresh Creek, Garrison Hill district, and Blackwater.

**Belknap school (b).**—South of the Sherman limits to the lower end of Central avenue and as far west as Locust street.

**Belknap school (a).**—All the southern and western part of the city not included in the above limits.

## CLASS OFFICERS.

President, Perley M. Jenness.  
 Vice President, Harold V. Clark.  
 Secretary, C. Estelle Kelsey.  
 Treasurer, Marion R. Jenness.

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## RECIPIENTS OF STENOGRAPHIC CERTIFICATES.

Teresa Marion Cavano, Gertrude Ellen Hitchins,  
 Helen Catherine Lee McCarty.

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## RECIPIENTS OF BOOK-KEEPING CERTIFICATES.

Ethel Amelia Hitchins, Marion Elbier Pattee,  
 May Elizabeth Winslow.

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The school report for 1908 contained the names of all graduates of the high school from 1854 to 1907. The names of all later graduates follow:

1907 (additional).

Ruth May Roberts.

1908.

Roland Joseph Bennett,	James Byron Pettingill,
Ellsworth Newton Brackett,	Marguerite Pierce,
Gordon Luther Cave,	Emma Jane Pinkham,
Alice Adeline Clark,	Ruth Annie Olget Pollard,
Florence Viola Cole,	Julian West Pollard,
Rose Veronica Connelly,	Ruth Mary Isabelle Preston,
Ruth Decatur Corson,	Helen Fraser Purinton,
Gertrude Evelyn Cushman,	Albert Ayer Rand,
Mary Evelyn Davis,	Frank Fillmore Ricker,
Stephen DeMerritt,	Carle Ellsworth Rollins,
Edith Gertrude Donnelly,	Sarah Naomi Runlett,
Blanche Edith Fernald,	Minnie Louise Shaw,
Harold Montgomery Foss,	Mildred Smith,

Frederick Foster,  
 Mildred Grant,  
 Arthur James Hallworth,  
 Bernice Marion Hayes,  
 Marion Felker Leigh,  
 Alice Josephine Long,  
 Marjorie Winship Lunt,  
 Margaret Joy Mathes,  
 Cornelius Edward Murphy,  
 Hazel Moore Neal,  
 Anna Guerard Parsons,  
 Harold Irving Patten,  
 Harold Wilbur Perkins,

Roxana Elizabeth Spiller,  
 Bessie Adelaide Thompson,  
 Ruth Elizabeth Thompson,  
 Grace Emma Travers,  
 Clarence Milton Wardwell,  
 Myles Standish Watson,  
 Clyde Linwood Whitehouse,  
 Manvel Whittemore,  
 Frank Garside Wilkinson,  
 Lenna Agnes Woodman,  
 Lora Marie Worcester,  
 Edward Watson Young.

## 1909.

Emily Cook Abbott,  
 Eva Belle Abbott,  
 Forrest Lincoln Abbott,  
 Edwin Leroy Aldrich,  
 Bessie Walker Annis,  
 Grace Adella Blackmer,  
 Lillias May Brewer,  
 Annie Gertrude Brown,  
 Leroy Hussey Brown,  
 Blanche DeMerritte Bunker,  
 Ethel May Burnham,  
 Blanche Gibson Busfield,  
 Lucia Hilliard Cartland,  
 Mildred Howell Cartland,  
 Herbert Edwin Spaulding

Clark,

Eliza Hale Crosby,  
 Sara Edna Davis,  
 Wesley Elton Davis,  
 Bernice Doe,  
 Bernice Mary Doherty,  
 Mary Ellen Isabel Durnin,

Eileen Johnson Hodgdon,  
 Helen Dale Hooper,  
 Woodbury Hough,  
 Augustine Watson Jenness,  
 Donald Babcock Keyes,  
 Ina Gladys Leighton,  
 Donald Whitney Libby,  
 George Stanley Lord,  
 Mary Helen McKone,  
 William Lawrence Murphy,  
 Dorothy Agnes Nelson,  
 Elizabeth Thompson Pike,  
 Valentine Pinkham,  
 Harry Winfred Ransbottom,  
 Mary Elizabeth Reed,  
 Dorothy Alice Ridley,  
 Joseph Clarence Roberts,  
 Ethel Mae Rodden,  
 Raymond Woodus Smart,  
 Allen Upton Southwick,  
 Perley Ray Stone,  
 Lucy Marion Swaine,

Sadie Winnifred Elkins,  
Helen Louise Hayes,  
Grace Jane Hill,

Mabelle Grace Trickey,  
William Penn Tuttle,  
Dorothy Locke Williams.

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Florence May Brown,  
Blanche Gertrude Buzzell,  
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Annie Cole,  
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Wendell Phillips Davis,  
Daniel Edward Doherty,  
Helen Mildred Farnham,  
Raymond Haskell Foss,  
Philip Clement Foster,  
Alden Levi Lane,  
Gertrude Locke,  
Bertha May McDaniel,  
Marietta McLaughlin,  
Robert Henry McNeil,  
Marion Edgerly Nash,  
Ernest Leon Neal,  
Hazel Ruth Cecyl Nutter,  
Herbert Raymond Otis,  
Gladys Paul,

Percy Edmund Pepin,  
Roy Stanley Perkins,  
Helen Waldron Plumer,  
Everett Tyler Proctor,  
Allen Pierce Richmond,  
Beatrice Maude Richmond,  
Josephine McDuffee Rollins,  
Florence Arvilla Russ,  
Alice Julia Shaw,  
Susan Margaret Shaw,  
Norman Isaac Snell,  
Florence Wyman Sterling,  
Harold George Stone,  
Catherine Elizabeth Stroth,  
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Grace Florella Card,

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Mary Irvin,  
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 Morton Fry,  
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 John Ingraham Garside,  
 Marion Natalie Garvin,  
 John Leo Grady,  
 Arnold Jay Grant,  
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 Guida Pauline Hopkins,

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 Lois Eleanore Layn,  
 Francis James McDonald,  
 Esther Gladys McKone,  
 John Roberts Mason,  
 Roy Harold Meserve,  
 Francis Joseph Morgan,  
 Armand Leigh Murdoch,  
 Pansy Mae Nason,  
 Donald Ordway,  
 David Luther Pettengill,  
 Frank March Rines,  
 Clara Helen Roberts,  
 Frederick Lynne Ryan,  
 Chester Alexander Shaw,  
 Kenneth Chesley Sherman,  
 Daniel Jefferson Smith,  
 Ethel May Smith,  
 Edith Loretta Tallis,  
 Cecil Francis Tasker,  
 Helen Dana Toby,  
 Annie Laura Thompson,  
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 Fred Arthur Cater,

Charles Edwin Leighton,  
 Anna Luddy,  
 Nathaniel Howe Lunt,  
 Helen Catherine Lee McCarty,  
 John Edward McCarty,

Mary Elizabeth Cavanaugh,	Fred Dennis McGowan,
Teresa Marion Cavano,	Arthur Henry Meserve,
Bessie Cheney,	Harold Ernest Niles,
Harold Varney Clarke,	Charles Sweet Pettee,
Margaret Martha Clifford,	Mary Izette Pollard,
Velma Winnifred Davis,	Helen Maude Potter,
Vera Naomi Cordes DeMeritte,	George Samuel Prescott,
Mildred Paulina Edgerly,	Stanley Caldwell Reynolds,
Mina Edgerly,	Ida Pearl Richmond,
Margaret Anna Farley,	Ralph Mortimer Ridings,
Cyril Vincent Finnegan,	Mildred Rollins,
Martha Elizabeth Fisher,	Lester Little Sawyer,
Cecil Hurd Grant,	Herbert Ambrose Scruton,
Robert Foss Hayes,	Marion Gardner Shaw,
Gertrude Ellen Hitchins,	Pauline Adelaide Shorey,
Zilla May Hodgdon,	Margaret Stewart,
Norman Cannavan Hurd,	Joseph Albert Sullivan,
Marion Ruth Jenness,	Helen Everett Varney,
Perley Montgomery Jenness,	Marion Estella Wallace,
Clara Estelle Kelsey,	Philip Wilder Watson,
Harold Soule Kidder,	Harold Elwin Whidden,
Lily May Knight,	Annie Elizabeth Whiteley,
Warren Penn Knox,	Henry Whitehouse,
James Jones Wright.	

Number of graduates of the high school during the last ten years:

	Boys	Girls	Total	Percent Boys
1903, . . . . .	9	21	30	30
1904, . . . . .	7	17	24	29
1905, . . . . .	11	21	32	34
1906, . . . . .	9	15	24	37
1907, . . . . .	9	19	28	32
1908, . . . . .	21	30	51	41
1909, . . . . .	18	31	49	37
1910, . . . . .	18	27	45	40



A VIEW IN THE SCHOOL KITCHEN.





	Boys	Girls	Total	Per cent. Boys
1911, . . . . .	36	37	73	49
1912, . . . . .	27	30	57	47

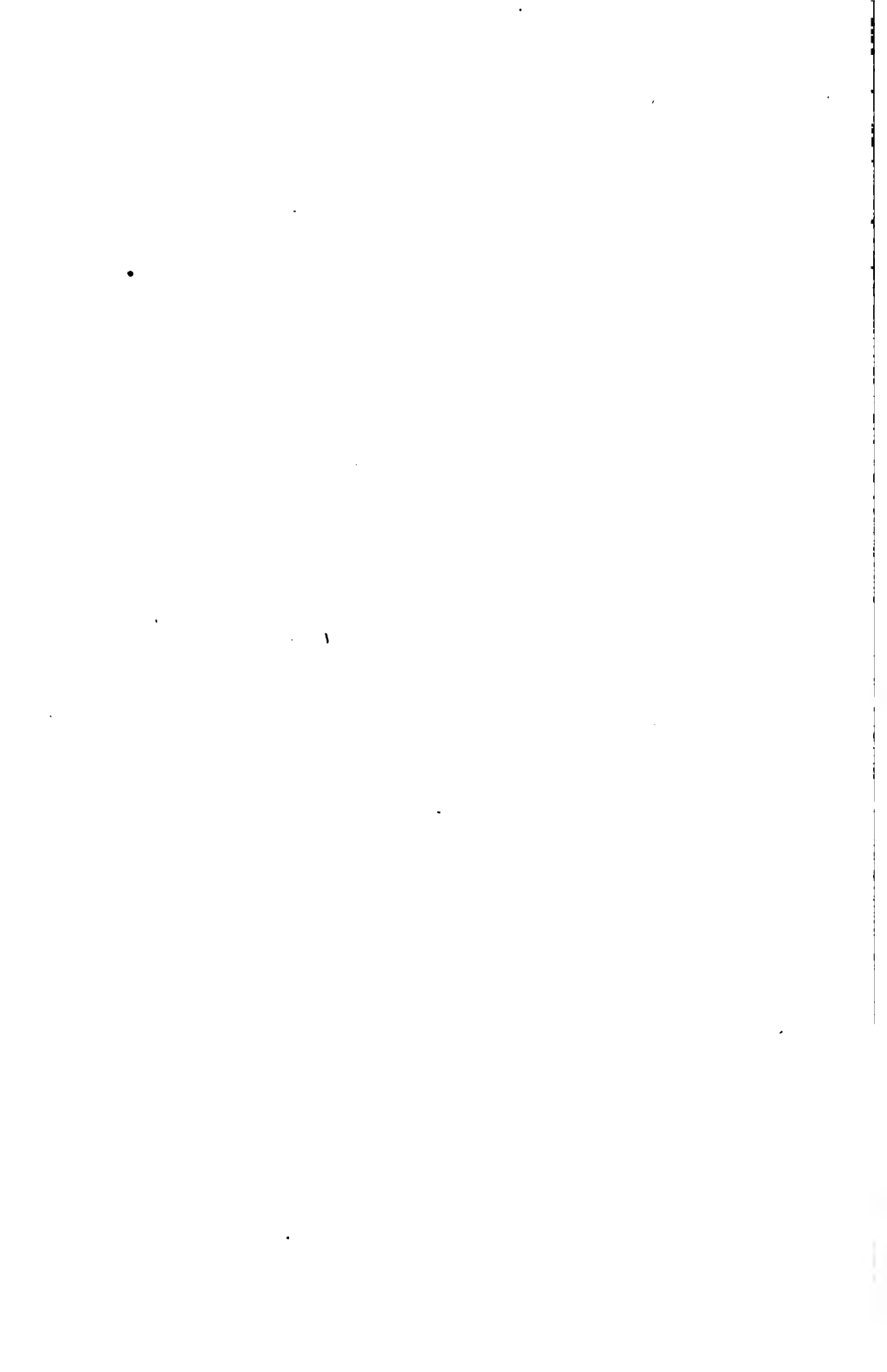
The September registration of the high school for ten years has been:

	Boys	Girls	Total	Per cent. Boys
1903, . . . . .	72	105	177	41
1904, . . . . .	79	111	190	42
1905, . . . . .	106	134	240	44
1906, . . . . .	103	127	230	45
1907, . . . . .	133	151	284	47
1908, . . . . .	136	140	276	49
1909, . . . . .	152	151	303	50
1910, . . . . .	151	152	303	50
1911, . . . . .	146	185	331	44
1912, . . . . .	142	182	324	43

Following is a list of the various studies in the high school course, with the number of pupils pursuing each, during the year ending June, 1912:

English literature, . . . . .	335
Composition, . . . . .	335
Rhetoric, . . . . .	335
Vocal music, . . . . .	180
Drawing, . . . . .	52
Algebra, . . . . .	158
Geometry, . . . . .	117
Physics, . . . . .	73
Chemistry, . . . . .	28
Botany, . . . . .	37
Physical geography, . . . . .	37
Latin, . . . . .	117
French, . . . . .	125
German, . . . . .	29
English history, . . . . .	16
Greek history, . . . . .	80

Roman history, . . . . .	77
Mediæval history, . . . . .	29
United States history, . . . . .	65
Commercial law, . . . . .	15
Stenography, . . . . .	36
Typewriting, . . . . .	35
Spelling, . . . . .	35
Penmanship, . . . . .	52
Book-keeping, . . . . .	41
Business English, . . . . .	36
Commercial arithmetic, . . . . .	50
Solid geometry, . . . . .	26
Trigonometry, . . . . .	25
Commercial geography, . . . . .	38



PROGRAM OF STUDIES, DOVER HIGH SCHOOL.

	Classical Curriculum.	Scientific Curriculum.	General Curriculum.	Commercial Curriculum.
FIRST YEAR.	English	5 English	5 English	5 English
	Latin	5 Phys. Geog. and Botany	5 History, Ancient	5 Commercial Arith. and
	Algebra	5 Algebra	5 Algebra	5 Com. Geog.
	History, Ancient	5 Elect one { History, Anc.	5 Elect one { Latin Geog.	5 Algebra
	Elective { Music	1 Latin	5 and Botany	5 History, Ancient
	Elective { Drawing	1 Music	1 Music	1 Penmanship
			1 Drawing	1
SECOND YEAR.	English	5 English	5 English	5 English
	Latin	5 Physics	5 History, Med. and Mod.	5 Bookkeeping
	Geometry	5 Geometry	5	5 Com. Law and Penman-
	Elect one { Physics	5 Elect one { French	5 Elect two { Geometry	5 ship
	Elect one { French	5 Latin	5 Physics	5
	Elective { Music	1 Elective { Music	1 Elective { Music	5 Elect one { Physics
	Elective { Drawing	1 Drawing	1 Drawing	5 History, Med.
				5 and Mod.
				5 Geometry

THIRD YEAR.	English	5 English	5 English	5 English	5 English
	Latin	5 Physics, Advanced	5 History, English	5 Bookkeeping, Adv.	5
	Mathematics Rev.	5 Mathematics Rev.	5 { Math. Rev. Latin	5 Stenography	5
	Elect one { French German	5 Elect one { French German	5 Elect two { French German	5 Typewriting	5
	Elective { Music Drawing	1 Elective { Music Drawing	1 Elective { Music Drawing	5 Business English	5
FOURTH YEAR.	English	5 English	5 English	5 English	5
	Latin	5 Chemistry	5 History, U. S.	5 History, U. S.	5
	History, U. S.	5 History, U. S.	5 { Latin French	5 Stenography, Adv.	5
	Elect one { French German	5 Elect one { Math. Adv. French	5 Elect two { German Chemistry	5 Typewriting, Adv.	5
	Elective { Music Drawing	1 Elective { Music Drawing	1 Elective { Music Drawing	5 Business English	3
				1 Com. Arith., Adv.	2

Sadie Winnifred Elkins,  
Helen Louise Hayes,  
Grace Jane Hill,

Mabelle Grace Trickey,  
William Penn Tuttle,  
Dorothy Locke Williams.

## 1910.

Florence May Brown,  
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Wendell Phillips Davis,  
Daniel Edward Doherty,  
Helen Mildred Farrham,  
Raymond Haskell Foss,  
Philip Clement Foster,  
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Robert Henry McNeil,  
Marion Edgerly Nash,  
Ernest Leon Neal,  
Hazel Ruth Cecil Nutter,  
Herbert Raymond Otis,  
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Percy Edmund Pepin,  
Roy Stanley Perkins,  
Helen Waldron Plumer,  
Everett Tyler Proctor,  
Allen Pierce Richmond,  
Beatrice Maude Richmond,  
Josephine McDuffee Rollins,  
Florence Arvilla Russ,  
Alice Julia Shaw,  
Susan Margaret Shaw,  
Norman Isaac Snell,  
Florence Wyman Sterling,  
Harold George Stone,  
Catherine Elizabeth Stroth,  
Grace Evelyn Stuart,  
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Marion Helen Tibbetts,  
Lillian Angela Tinker,  
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Grace Florella Card,

Amadeo Manuel Iovine,  
Mary Irvin,  
Ernest Arnold Jenkinson,  
Alice Madelene Keefe,  
Ethel Marguerite Keefe,  
Marion Elizabeth Kennedy,  
Annie Mabel Kimball,

Mary Helen Card,  
 Mildred Harwood Colbath,  
 Ralph Howard Cole,  
 Francena Hazel Coleman,  
 Loring Frank Critchett,  
 Leon Meader Crouch,  
 Hazel Madelene Davis,  
 Mabel Angelia Drew,  
 Marion Grace Dudley,  
 Harry Lothrop Farnham,  
 Isabel Jane Fernald,  
 Nettie Edith A. Finley,  
 Helen Frances Finnegan,  
 Sherburne Hilliard Fogg,  
 Florence May Fox,  
 Marjorie Diana Frary,  
 Frank Alexander French,  
 Morton Fry,  
 Raymond Bissett Gallant,  
 John Ingraham Garside,  
 Marion Natalie Garvin,  
 John Leo Grady,  
 Arnold Jay Grant,  
 Margaret E. Gulline,  
 Roland Earl Hammond,  
 George Benjamin Hill,  
 Alice Joanna Hoitt,  
 Carrie Elizabeth Hoitt,  
 Guida Pauline Hopkins,

Lester Libby Langley,  
 Lois Eleanore Layn,  
 Francis James McDonald,  
 Esther Gladys McKone,  
 John Roberts Mason,  
 Roy Harold Meserve,  
 Francis Joseph Morgan,  
 Armand Leigh Murdoch,  
 Pansy Mae Nason,  
 Donald Ordway,  
 David Luther Pettengill,  
 Frank March Rines,  
 Clara Helen Roberts,  
 Frederick Lynne Ryan,  
 Chester Alexander Shaw,  
 Kenneth Chesley Sherman,  
 Daniel Jefferson Smith,  
 Ethel May Smith,  
 Edith Loretta Tallis,  
 Cecil Francis Tasker,  
 Helen Dana Toby,  
 Annie Laura Thompson,  
 Arthur Walmsley,  
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Winnie Loraine Abbott,  
 Bertha Marie Boyle,  
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 Clarence Lea Forest Calef,  
 Fred Arthur Cater,

Charles Edwin Leighton,  
 Anna Luddy,  
 Nathaniel Howe Lunt,  
 Helen Catherine Lee McCarty,  
 John Edward McCarty,

# **PROGRAM FOR SPECIAL TEACHERS AND JANITORS.**

---

1912-1913.

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## **DOMESTIC SCIENCE—ISABEL M. MOREY.**

### **SHERMAN SCHOOL.**

Monday, forenoon—Sawyer VIII, High VIII, Belknap VI.  
Afternoon—Mixed VII, Sawyer VII.  
Tuesday, forenoon—Mixed VIII, Sherman VI, Mixed VI.  
Afternoon—City Hall VIII, High VII.  
Wednesday, forenoon—Sawyer VIII, Sawyer V, Belknap VI. Afternoon—Belknap VII, Sawyer VII.  
Thursday, forenoon—Mixed VIII, High VIII, Mixed VI.  
Afternoon—Mixed VII, High VII.  
Friday, forenoon—Sherman VI, Sawyer VI, City Hall VIII.  
Afternoon—Belknap VII.

## **MANUAL TRAINING—CHRISTINE M. ROWELL.**

### **CITY HALL.**

Monday, forenoon—Sawyer VII, Sawyer VIII, High VIII.  
Afternoon—Belknap VI, Mixed VII.  
Tuesday, forenoon—High VII, Mixed VIII, Sherman VI.  
Afternoon—Mixed VI, City Hall VIII.  
Wednesday, forenoon—Sawyer VII, Sawyer VIII, Sawyer VI. Afternoon—Belknap VI, Belknap VII.  
Thursday, forenoon—High VII, Mixed VIII, High VIII.  
Afternoon—Mixed VI, Mixed VII.  
Friday, forenoon—Sherman VI, Sawyer VI. Afternoon—City Hall VIII, Belknap VII.

## **MUSIC—CLARA B. HOPKINS.**

Monday—Peirce, 8.30-10.20. Sherman, 10.30-11.30. Welch and Hale, 1.30-3.30.



Tuesday—Varney, 8.30-10.00. High (Grades 7, 8), 10.20-11.20. Belknap (Grades 5, 7, 6b, 6), 1.30-3.30.

Wednesday—Sawyer (Grades 1, 4), 8.30-10. City Hall, 10.15-10.45. High School, Chorus, 11-11.45 Sawyer (Grades 7, 8, 6, 5), 1.30-3.30.

#### DRAWING—EVA E. BUNKER.

Monday—High School, 8.20-1.20.

Tuesday—Sherman (Grades 6, 5), 8.30-9.30. Peirce, 9.45-11.30. Sawyer (Grades 8, 7, 5, 6), 1.30-3.30.

Wednesday—High (Grades 7, 8), 8.20-9.20. Varney, 9.35-11.30. Welch and Hale, 1.30-3.30.

Thursday—City Hall, 8.20-8.50. Belknap (Grades 6b, 6, 7, 6), 9.05-11.30. Sawyer (Grades 1-4), 1.30-3.30.

#### JANITORS.

##### HIGH SCHOOL.

George F. Hersey, Residence 40 Grove street.

5.30 to 11.30 A. M.; 12.30 to 4.00 P. M. Six days per week.

##### SOUTH SIDE.

Alfred R. Sayer, Residence 42 Rutland street.

Varney, 8.00 to 8.30; 11.00 to 11.30 A. M.; 2.45 to 3.30 P. M.

Belknap, 8.45 to 9.15; 10.30 to 10.45 A. M.; 2.00 to 2.30, and 3.30 P. M.

Hale, 9.30 to 10.15 A. M.; 1.30 to 1.45; 3.45 to 4.00 P. M.

##### NORTH SIDE.

Martin J. Galligan, Residence 39 Fourth street.

Sawyer, 8.15 to 9.00; 10.05 to 10.30 A. M.; 1.25 to 2.15, and 3.45 P. M.

Sherman, 9.05 to 9.30 A. M.; 12.45 to 1.10; 3.00 to 3.15 P. M.

Peirce, 9.35 to 10.00; 11.30 A. M.; 2.40 to 3.00; 3.30 to 3.40 P. M.

# GRADUATES OF THE GRAMMAR SCHOOLS. 1912.

## SAWYER SCHOOL.

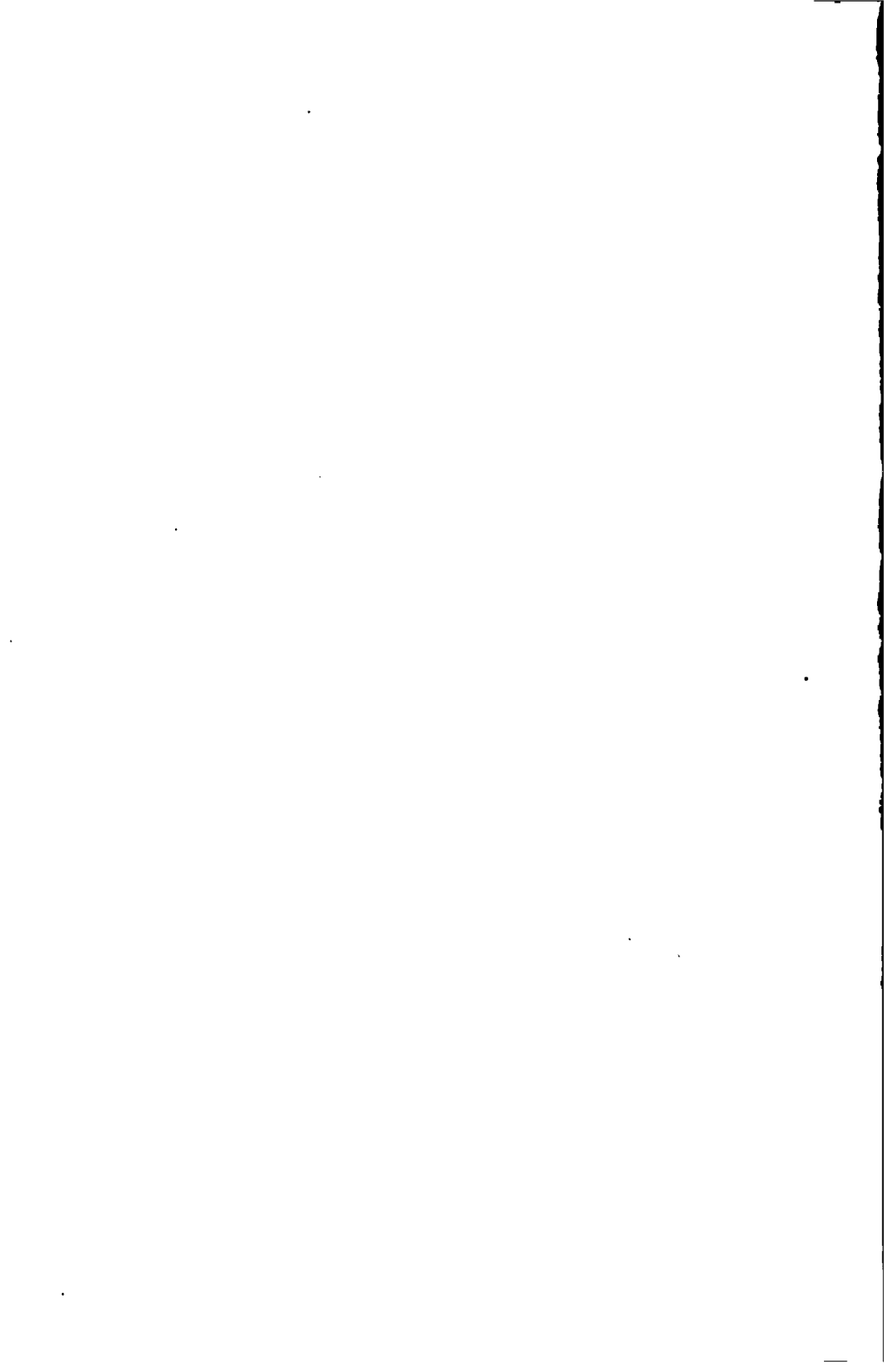
Vera Ariel Bell,	Dorothy Pauline Holmes,
John Bloomfield,	Everett Dewey Horlor,
Arthur Frank Boston,	Beatrice Ellen Kenyon,
Marion Louise Boutin,	Valerie Lunt,
Harold David Cassell,	Grove Clifton McIntyre,
Maurice Emerson Currier,	George Dewey Morrison,
Howarth Jaques Dodge,	Rangneld Elida Myhr,
Hazel Ruth Dearborn,	Lionel Ensworth Nason,
Augusta Ida Foss,	Florence Gertrude Perkins,
Philip Watson Foss,	Violet Frances Quill,
Hazel Dell Etta Garland,	Martha Elizabeth Ricker,
Frank Eliot Goodwin,	Orvilla Rose Mary Russell,
Helge Gulbrandsen,	Marion Gertrude Sanders,
Fred Bicknell Hackett,	Ocee Florida Sevigny,
Helen Margaret Hale,	Benjamin Sherman,
Olive Bell Henderson,	Sarah Irene Smith,
	Ralph Joy Young.

## CITY HALL SCHOOL.

Lillian Annie Boyd,	Thomas Harold Long,
George Frederick Calcutt,	Raymond Francis Maguire,
Leroy Montague Edgerly,	Martin Joseph McManus,
James Henry Fisher,	Margaret Louise McMullen,
Miriam Elizabeth Gillis,	Charlotte Elizabeth Meserve,
Herbert David Greenaway,	Ellen Martha Piper,
Jennie Mildred Haddock,	Madeline Louise Sargent,
Merle Cyrus Hanson,	George Early Sherry,
Pauline Winnifred Hayes,	Walter Lanagan Sherry,
Bernhardt Hornig,	Mary Jane Taylor,
Eltha Laurian Hubbard,	Eunice Tapley Tibbetts,
Myrtle Louise Kennedy,	Carl Sheldreck True,
	Charles Peter Welch.

## HIGH SCHOOL.

Beatrice Azelia Brooks,	Bethleen Hooper,
Janet Bradbury,	Eleazer Wyere Hooper,
Mae Elizabeth Boyce,	Doris Mary Jenkinson,
Matthew Patrick Cavanaugh.	Wilfred John King,
Frances Marguerite Cartland,	Mark Harvey Layn,
Gerald Parker Crosby,	Frances Evelyn Locklin,
Christine Connelly,	Elizabeth Eleanor McFadden,
Marion Margaret Drew,	Mary Cathrine McManus,
Thomas Arnold Dearborn,	Jerome Norwood Ross,
Gertrude Charlotte Eyres,	Anna Lewis Smith,
Florence Towne Furbish,	Doris Dame Stevens,
Fred Richard Firth,	Madeline Martha Towle,
Mae Evelyn Goddard,	Sydney Irving Tucker,
Willis Boyd Hayes,	Reginald Francis Torr,
Evelyn Kate Hitchins,	Jessie Marie Tinker,
Harold Rudman Ham,	John Frederic Wright,
Bertha Mae Hodgins,	Leonard Everett Winslow.



# PUBLIC SCHOOLS

DOVER, N. H.



NINETEEN HUNDRED AND THIRTEEN



**Forty-Fourth Annual Report**

**OF THE**

**SCHOOL COMMITTEE**

**OF THE**

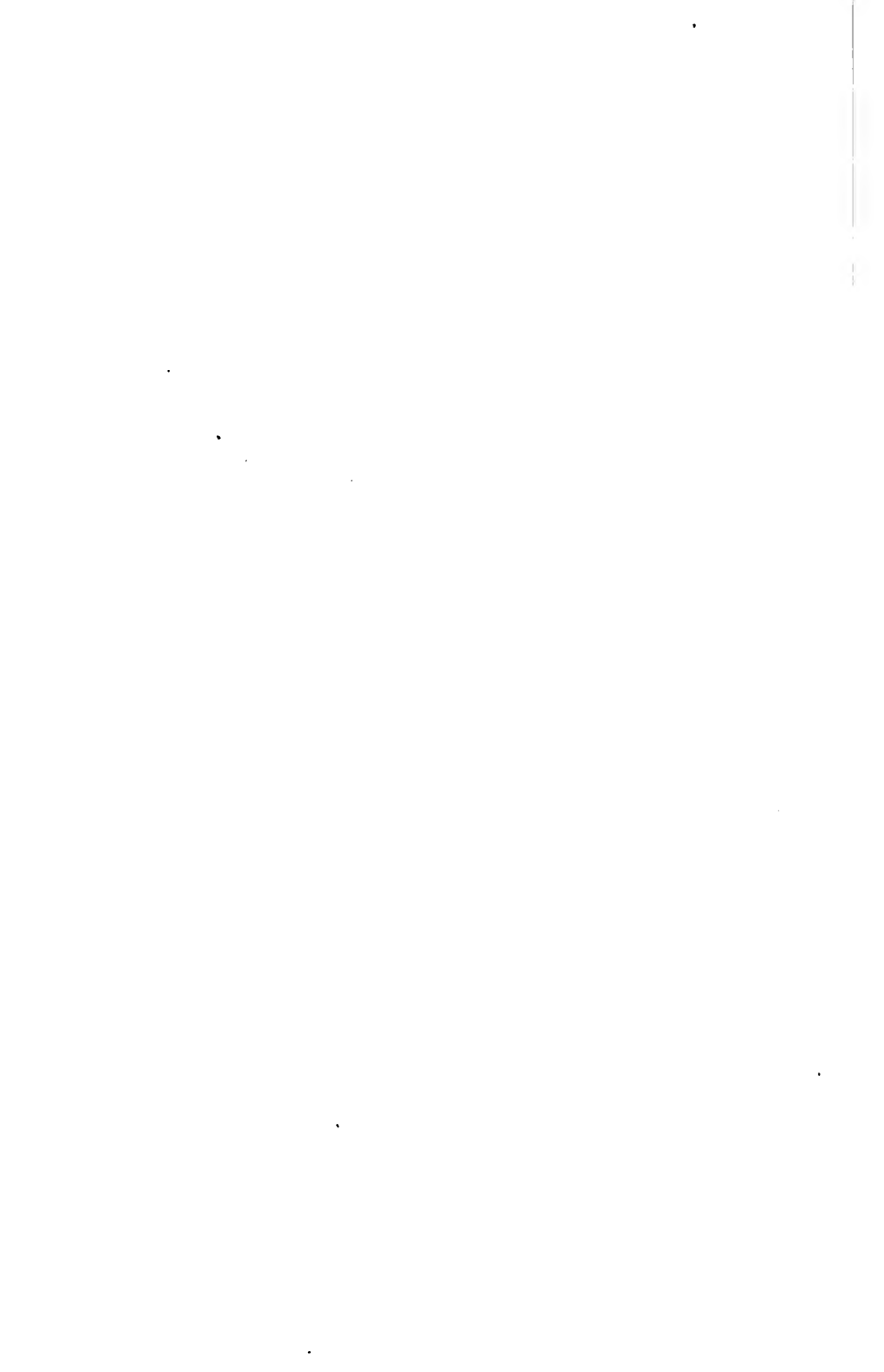
**CITY OF DOVER, N. H.**

**FOR THE**

**YEAR ENDING DECEMBER 31, 1913.**



**DOVER, N. H.:**  
**GEO. J. FOSTER & CO.**  
**1914.**





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# ANNUAL REPORT

## OF THE

### SCHOOL COMMITTEE.

FOR THE YEAR 1913

---

In accordance with the laws of the State of New Hampshire, the school committee of the city of Dover presents its report for the year 1913, it being the forty-fourth in the series of reports of the city district.

#### THE SCHOOL COMMITTEE 1913.

George J. Foster,	Ward 1,.....	Jan. 1914
Charles E. Wendell,	" 1,.....	Jan. 1913
John W. Hogan,	" 2,.....	Jan. 1914
James F. Dennis,	" 2,.....	Jan. 1913
George E. Buzzell,	" 3,.....	Jan. 1914
Charles A. Fairbanks,	" 3,.....	Jan. 1913
Allen P. Richmond,	" 4,.....	Jan. 1914
Edwin C. Colbath,	" 4,.....	Jan. 1913
James N. Whelan,	" 5,.....	Jan. 1914
Andrew Killoren,	" 5,.....	Jan. 1913

#### CHOSEN BY THE CITY COUNCILS.

George D. McDuffee,	" 1,.....	Jan. 1913
James H. Southwick,	" 2,.....	Jan. 1914
Melvin A. Galucia,	" 3,.....	Jan. 1913
George A. Tolman,	" 4,.....	Jan. 1914
James Brennan,	" 5,.....	Jan. 1913

Annual meeting—The second Wednesday in January,  
at 11 o'clock, A. M.

Stated meetings—The second Thursday in each month,  
at half-past seven o'clock, P. M.

## ORGANIZATION FOR 1913.

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Chairman,

CHARLES A. FAIRBANKS,  
360 Central Avenue.

---

Secretary,

JAMES H. SOUTHWICK,  
22 Oak Street.

---

### SUB-COMMITTEES.

Qualifications of teachers—Fairbanks (ex-officio), Hogan, Richmond, Tolman, Brennan, Galucia.

Finance and claims—Foster, Wendell, Colbath, Southwick, Fairbanks.

Text-books—Southwick, McDuffee, Buzzell, Foster, Dennis.

Music and drawing—Colbath, Whelan, Southwick, Dennis, Hogan.

Health—Richmond, Killoren, Tolman, Colbath, Dennis.

High school—Fairbanks (ex-officio), Foster, Wendell, Colbath, Killoren, Tolman.

Grammar schools—McDuffee, Buzzell, Wendell, Tolman, Brennan.

Primary schools—Buzzell, Killoren, Whelan, Southwick, Galucia.

Suburban schools—Wendell, McDuffee, Richmond, Dennis, Brennan.

Evening school—Killoren, Foster, Southwick, Whelan, Hogan.

Private schools—Whelan, Hogan, Richmond, Galucia, Brennan.

Truancy—Dennis, Tolman, Buzzell, Hogan, Killoren.

Industrial education—Wendell, Colbath, Whelan, McDuffee, Galucia.

Superintendent of Schools,

E. W. BUTTERFIELD,

Office, City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,

WILLIAM K. CHADWICK,

Office, City Building.

Office hours:—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,

VALMORE H. CAVERLY,

Residence, 17 Kirkland Street.

Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

THE SCHOOL COMMITTEE, 1914.

Members.		Term expires
George J. Foster,	Ward 1,.....	Jan. 1916
Charles E. Wendell,	" 1,.....	Jan. 1915
Albert H. Winn,	" 2,.....	Jan. 1916
James F. Dennis,	" 2,.....	Jan. 1915
Frank R. Bliss,	" 3,.....	Jan. 1916
Charles A. Fairbanks,	" 3,.....	Jan. 1915
E. Frank Boomer,	" 4,.....	Jan. 1916
Edwin C. Colbath,	" 4,.....	Jan. 1915
Michael Duffy,	" 5,.....	Jan. 1916
Andrew Killoren,	" 5,.....	Jan. 1915

## CHOSEN BY THE CITY COUNCILS.

Members		Term expires
George D. McDuffee,	Ward 1,.....	Jan. 1915
James H. Southwick,	" 2,.....	Jan. 1916
Melvin A. Galucia,	" 3,.....	Jan. 1915
Norman E. Seavey,	" 4,.....	Jan. 1916
James Brennan,	" 5,.....	Jan. 1915

Annual meeting—The second Wednesday in January,  
at 11 o'clock, A. M.

Stated meetings—The second Thursday in each month,  
at half-past seven o'clock, P. M.

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 ORGANIZATION FOR 1914.
 

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Chairman,  
CHARLES A. FAIRBANKS,  
360 Central Avenue.

---

Secretary,  
JAMES H. SOUTHWICK,  
22 Oak Street.

---

## SUB-COMMITTEES.

Qualifications of teachers—Fairbanks (ex-officio), Brennan, Galucia, Seavey, Boomer, Duffy.

Finance and claims—Foster, Wendell, Colbath, Southwick, Dennis, Fairbanks, (ex-officio.)

Text-books—Southwick, McDuffee, Foster, Dennis, Bliss.

Music and Drawing—Colbath, Southwick, Dennis, Bliss, Winn.



Health—Killoren, Colbath, Galucia, Bliss, Winn.

High school—Fairbanks (ex-officio), Foster, Wendell, Colbath, Killoren, Boomer.

Grammar schools—McDuffee, Wendell, Brennan, Winn, Seavey.

Primary schools—Galucia, Killoren, Southwick, Bliss, Boomer.

Suburban schools, Wendell, Brennan, Dennis, McDuffee, Duffy.

Evening school—Killoren, Foster, Southwick, Seavey, Winn.

Private schools, Brennan, Seavey, Dennis, Duffy, Galucia.

Truancy—Dennis, Winn, Boomer, Bliss, Killoren.

Industrial Training—Wendell, Colbath, Duffy, McDuffee, Galucia.

Superintendent of Schools,

E. W. BUTTERFIELD.

Office City Building.

Office hours:—On school days, 8 to 8.30 A. M. Mondays and Fridays, 7.30 to 8.30 P. M. Tuesdays, Wednesdays and Thursdays, 4 to 5 P. M. Saturdays, 8 to 10 A. M.

Treasurer,

WILLIAM K. CHADWICK.

Office, City Building.

Office hours;—9 A. M. to 12 M.; 2 to 4 P. M.

Truant Officer,

VALMORE H. CAVERLY,

Residence, 17 Kirkland Street.

Office, City Building.

Office hours:—8 to 9 A. M., and 1.30 to 2 P. M. on school days.

**CALENDAR ADOPTED JUNE, 1913.**

**FOR THE YEAR 1913-1914.**

All schools open September 2, 1913, for fifteen weeks to December 12, 1913.

Vacation two weeks.

All schools open December 29, 1913, for thirteen weeks to March 27, 1914.

Vacation two weeks.

All schools open April 13, 1914. High school ten weeks to June 19, 1914; other schools nine weeks to June 12, 1914.

## REPORT OF CHAIRMAN.

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TO THE SCHOOL COMMITTEE:—

Detailed statements bearing fully upon the affairs of this department for the current year will be found in the reports of the superintendent of schools, the principal of the high school, of the evening school and the committee on finance and claims.

Our city for years has taken just pride in the character of and results obtained by its schools. With rare exceptions it has been fortunate in the selection of teachers of marked ability, of adaptability and an enthusiasm for their work.

It is alike fortunate that so many have been retained with ripened experience through a series of years, when many could readily have gone elsewhere with increased salaries. This would not have occurred were it not for home ties and local associations.

The elementary schools are producing excellent results, not to be sure, of equal merit so far as each individual pupil is concerned, which is obviously impossible for all do not have equal talent, nevertheless in every case there are results beneficial and gainful. For years the moving spirits in the activities of the community have insisted that children should have educational advantages that were in no way inferior. In this opinion our city councils, through whom appropriations are made for the maintenance of the schools, have with rare exceptions acquiesced.

As I have before expressed myself, appropriations for general education are an investment, the returns from which are not of course immediate but nevertheless sure and in the end profitable to the individual and to the community as a whole. "Next in importance to freedom and justice, is popular education, without which neither freedom nor justice can be permanently maintained."

After long connection with our schools I believe our High school is in better condition and is doing more effective work than ever before in our history. It is excellently housed, finely equipped, and in charge of instructors able, fully trained in their specialties and interested in the success of the school. There are five courses of study arranged with a definite purpose in view for a student's life work. These courses are the Classical, the Scientific, Commercial, Mechanic Arts and Domestic Arts. It would seem that from some one of these curricula each student might select from the beginning of the High school work a course of study adapted to his or her natural bent.

A comparison of these courses of study with those of ten years ago even, indicate the very remarkable progress in the opportunities for an advanced education for the youth of our city. At the close of the school year there was criticism on the part of some, because of a refusal of the Certification Board, so called, to admit students to a minority of the colleges without entrance examinations.

For one I decline to accept any such verdict as reflecting in any way upon the standing of our High school. Because a body of men are given power, it by no means follows that any dictum they may issue is based on absolute wisdom or correct judgment.

For the last ten years every order issued, every suggestion made by the State Superintendent of Public Instruction has been fully carried out by this Committee, he has made frequent visits to the school and it has met with his unqualified approval.

And how is this Board of Certification constituted and what are its functions? Once a year a sub-committee of three from the Professors or Instructors of thirteen colleges meet and consider the cases of all students who have been certificated from High schools and academies and have proved deficient in the year which has elapsed. If one or two students have proved themselves deficient through that year to the extent of a given number of points, no matter how

many other graduates were proficient, then that school from which they came is denied certification not only from the college which they attended but from all the other twelve colleges as well.

I submit that this is a thoroughly arbitrary standard. It may fix the standard of a High school as determined by the capacities of a few rather than upon those of all. It eliminates the human equation entirely. It does not differentiate between those of different abilities, tendencies, amount of studiousness or varying characteristics. In my belief such a certification adds no strength to, nor detracts from, the standing of any High school in this or any other state.

It is a debatable question whether in these days we are not laying too great stress upon the machinery of education, as I believe we are in governmental affairs, rather than in the result to be attained itself.

In a certain sense we cannot take exception to the position any college or group of colleges without the state may assume as to the method of determining the standing of its student body no matter how unreasonable or impracticable. To one within the state we certainly have a right to take such exception and for these reasons. With each recurring session of the Legislature the officials of Dartmouth College have appeared before that body asking annual appropriations for maintenance of that institution. I have been in full sympathy with such an appropriation, have twice voted for it, and have exercised such influence as I have had for its continuance.

I had supposed that it was to be used in part at least, to assist meritorious students, and to supplement, so to speak, the instruction received in the High schools of the state. If this is not true I hardly see how the appropriation of public money can be justified. For years the graduates of our High school have been admitted to Dartmouth College upon certificates, acquitting themselves creditably, and more than one graduating therefrom with honors. This privilege of certification, or in common parlance the right to enter certain

colleges without examination, has continued until the summer of 1913, when the concession was denied this school not on the failure of many of our graduates so far as Dartmouth College is concerned but on the failure of one. In four years the High school has sent to college 67 graduates. Of the entire number, only four failed to do college work and 94 per cent of those certified have made good.

Does it hold to reason to say that our High school cannot fit students for college after its long and creditable record, in the face of the above figures, the school approved by the State Superintendent of Public Instruction as it has been and is, and standing fourth among the High schools of the state in the efficiency tests as determined by the Russell Sage Foundation? I make bold to say the fault, if fault exists, is not with this school.

If the failure of one student or three prevents a certification of a High school for three years then the method of certification is wrong or there is a fictitious standard and in either event the Representatives from this city ought not to vote for any appropriation for any institution where our graduates are not upon a parity with any other High school in the state.

I have been out of college long enough to recognize that a man's accomplishments and his successes are not determined by any system of marking; nor are attainments measured by any mathematical standard.

I am a witness to the fact that some of those who entered Dartmouth College the poorest fitted have since graduation accomplished the largest results.

What is a college for? To determine who shall be educated or for the purpose of education? Personally I am opposed to any such arbitrary and technical method of certification.

#### **EVENING SCHOOL.**

The enrollment of the evening school has not been as large the current year as in some years in the past but the percentage of attendance has been larger. I have dwelt so

frequently upon what I believed were the benefits and needs of this department of our school system that any extended statement would simply be a repetition of my opinions.

If we are to grant the franchise to all it would seem necessary to educate all that they may recognize just how much such a privilege carries with it. It would be folly to claim that education will abolish all abuses but it has a mighty powerful influence in mitigating some evils and holding all of us in restraint. "Beneath a free government there is nothing but the intelligence of the people to keep the people's peace."

An alien people untaught in our tongue and unfamiliar with the simplest principles of our government will ever be a prey to demagogues and a danger to the property interests of any community.

This is just what the child labor law in one of its features is attempting to prevent; a work the evening school should supplement.

10,500,000 foreign born immigrants have landed on our shores since 1900. Large percentages are illiterate. 7,000,000 it is estimated of Slav, Latin and Asiatic blood have congregated in our industrial centers. We cannot educate the adults but I submit that it behooves us to make strenuous efforts to teach their children.

#### VOCATIONAL TRAINING.

At the beginning of the Fall term in 1912 a course in Manual Training and Domestic Arts was begun, effective in the sixth, seventh and eighth grades. The former was housed in the library room of the City Hall and the latter in the vacant rooms of the Sherman building. The scholars have already shown a marked proficiency; they have been interested in their work and I believe it has reacted to the benefit of the other school instruction. I think it has already demonstrated that when there had been a lack of interest in academic work, which is in no wise a reflection upon the grammar grades, success in academic studies has followed

as a result of the increased interest aroused by the skilful performance of some technical work.

At the beginning of the year an increased appropriation was granted by the City Councils for the purpose of securing two additional teachers, that these two courses of study, might be continued into and made a part of the High School curricula. A gift of \$2000 for these specific purposes by bequest of Miss Martha A. Hanson has become available during this year and additional tools have already been purchased and will be in use early in 1914, making this course of study still more comprehensive and practical.

The rooms utilized for these purposes viz: the Fifth street Ward house, the old Library room and the two rooms in the Sherman building, are by no means ideal for the purposes of these courses, and yet if this work was to have a beginning at all no other alternative was open to this sub-committee except to make use of such rooms as could be secured and these were the only ones at their disposal. The visible effects of this new departure with us in instruction, cannot fail to impress upon this community the necessity of more desirable and permanent quarters.

This subject of vocational training is not a matter of experiment. Many years ago the state of Massachusetts made it obligatory upon all cities of more than 20,000 to include Manual Training in their course of study and her example was followed here and there throughout the country. Nearly all the more advanced states of the country have now an increasing number of common schools giving manual training, cooking and sewing. They also are rapidly extending the work into the High schools so as to include strong courses in Domestic Arts, Mechanic Arts and Agriculture as well.

In New Hampshire the number of High schools offering the practical art courses has about doubled in the last year and the inclusion of manual training, cooking and sewing in the common schools is being rapidly extended. Four-year courses in domestic arts have been laid out and are being



taught this year in the following: Antrim High School; Appleton Academy, New Ipswich; Berlin High School; Colebrook Academy; Colby Academy, New London; Concord High School; St. Mary's School, Concord; Errol High School; Groveton High School; Haverhill Academy; Kimball Union Academy, Meriden; Laconia High School; Lancaster High School; Nashua High School; Pinkerton Academy, Derry; Proctor Academy, Andover; Robinson Seminary, Exeter; Walpole High School and Whitefield High School.

This School Committee is not then a pioneer in the matter of vocational training but is simply in step with that growing sentiment in favor of enlarging and extending the scope of education to include the training of the great mass of our workers for wage earning occupations of every kind, and that the courses of study in the elementary schools be so enriched as to make it possible to discover the tastes, tendencies and abilities of the child previous to the time when vocational decisions are to be made.

The repeated addresses upon this subject of ex-Mayor Foster has impressed upon this committee the advantages and necessities of this complement to our school system and to Mr. Chas. E. Wendell of the sub-committee and Mr. E. W. Butterfield, the Superintendent of Schools, much credit is due for their unwearied efforts in the past two years in working out the details of this department which have been many and laborious.

Respectfully submitted,

CHARLES A. FAIRBANKS,

Chairman.

Dover, N. H., December 31, 1913.

# ANNUAL REPORT

OF THE

## Committee on Finance and Claims.

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TO THE SCHOOL COMMITTEE:—

The committee on finance and claims makes the following report as to the receipts and expenditures of the board during the year ending December 31, 1913.

The resources of the committee apart from the special appropriation for the evening school and text-books, were as follows:

### RESOURCES.

Balance, December 31, 1912, .....	\$126 80
Appropriation by law, .....	28,740 00
In excess of required sum, .....	9,035 00
High School industrial work, .....	720 00
Tuition from non-resident pupils, .....	3,242 00
From dog licenses, .....	613 85
Library fund from state treasurer, .....	909 42
From library for janitor and coal, .....	800 00
Income of Perkins medal fund, .....	34 00
	<hr/>
	\$44,221 07

### EXPENDITURES.

Expended, .....	\$44,110 35
	<hr/>
Balance, .....	\$110 72

### GENERAL EXPENSE ACCOUNT SUB-DIVIDED.

Fuel, .....	\$2,452 88
Salaries, .....	33,013 00

Care of rooms, .....	\$3,113 65
Books, printing and stationery, .....	330 84
Transportation, .....	1,976 76
Miscellaneous, .....	3,223 22
	<hr/>
	\$44,110 35

## SPECIALS.

### TEXT BOOKS AND SUPPLIES.

Appropriation for 1913, .....	\$2,100 00
Balance from 1912, .....	47 61
Sale of books, .....	51 51
	<hr/>
	\$2,199 12
Expended in 1913, .....	\$2,194 12
	<hr/>
Balance, .....	5 00

### EVENING SCHOOL.

Appropriation for 1913, .....	\$900 00
Balance from 1912, .....	93 91
	<hr/>
	\$993 91
Expended, .....	\$740 68
	<hr/>
Balance, .....	\$253 23

### HANSON LEGACY.

Appropriation, .....	\$2,000 00
Expended, .....	\$597 20
	<hr/>
Balance, .....	\$1,402 90

### BALANCES.

General appropriation, .....	\$110 72
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Text-books and supplies, .....	\$ 5 00
Evening school, .....	253 23

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Balance December 31, 1913, .....	\$368 95
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Respectfully submitted,

GEO. J. FOSTER,

CHARLES E. WENDELL,

EDWIN C. COLBATH.

J. H. SOUTHWICK,

CHARLES A. FAIRBANKS,

Committee on Finance and Claims.

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### REPORT OF AUDITORS.

We, the undersigned, have examined the books, papers, and accounts of William K. Chadwick, treasurer of the school committee, and find them correctly kept, rightly cast, and vouched for, and that the sum of \$368.95 remains in the hands of the treasurer, which we find to be on deposit in the Strafford National bank.

We have also examined the receipted bills in the hands of the secretary, and find them to be properly approved by the committee on finance and claims, receipted in full, and to correspond with the orders on the treasurer drawn therefor.

CHARLES H. FOSS,

JOHN D. MCCOKEY,

Auditors.

Dover, N. H., December 31, 1913.

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### ESTIMATES FOR 1914.

TO THE SCHOOL COMMITTEE:—

The committee on finance and claims, having carefully considered the necessities for the schools for the year 1914, report as follows:

## GENERAL APPROPRIATION.

Fuel, .....	\$2,800 00
Salaries, .....	34,185 00
Care of rooms and cleaning, .....	3,150 00
Books, printing and stationery, .....	500 00
Transportation, .....	2,200 00
Miscellaneous, .....	2,500 00
	<hr/>
	\$45,335 00

## RESOURCES.

Balance, .....	\$110 72
Literary fund (estimate), .....	900 00
Tuition (estimate), .....	3,100 00
Dog licenses (estimate,) .....	600 00
Library, for janitor and fuel, .....	800 00
Perkins medal fund, .....	34 00
	<hr/>
	\$5,544 72
Needed from city by appropriation, .....	\$39,790 28

## TEXT-BOOKS.

Estimated cost of text-books and supplies, .....	\$2,100 00
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## EVENING SCHOOL.

An appropriation for evening school, .....	\$700 00
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 APPROPRIATIONS FOR 1914.

## TO BE EXPENDED BY THE SCHOOL COMMITTEE.

For school purposes as required by law, .....	\$23,025 00
In excess of required sum, .....	16,475 00
Text-books and supplies, .....	2,100 00
Evening school, .....	750 00

## TO BE EXPENDED BY THE CITY COUNCILS.

Repairs on schoolhouses, .....	\$3,500 00
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# **ANNUAL REPORT**

## **OF THE**

### **SUPERINTENDENT OF SCHOOLS.**

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**TO THE SCHOOL COMMITTEE OF THE SCHOOL DISTRICT OF THE  
CITY OF DOVER:**

I submit herewith my third annual report as superintendent of the schools of Dover.

#### **THE NEW HIGH SCHOOL PROGRAM.**

A number of years ago our school tried the experiment of giving pupils almost a free choice of studies. In practice this has not been educationally effective as the choice was as often for easy or popular subjects as for the special need of the individual pupil. From year to year this choice has been narrowed until with this year it ceases to exist.

We now have five curricula; one of these is chosen by each pupil on entering the school and he must take all of the studies in order to graduate. He can not change to another curriculum and so it is very necessary that, at the beginning, he choose the curriculum which will fit him for the future he plans. The following statements should be considered by the parents of upper grade children so that their children may be rightly started in the High School.

Boys who wish to prepare for an academic course at college and to enter one of the professions should take the Classical Curriculum; those who wish a scientific course at college that they may be fitted for engineering or other scientific work should take the Scientific Curriculum; those who wish to get clerical work in Dover as clerks and book-keepers and ultimately to go into business on their own account, should take the Commercial Curriculum; those who

wish to do skilled mechanical work, to be plumbers, machinists, steamfitters; and all workers in wood and metal should take the Mechanic Arts Curriculum.

Girls who wish an academic course at college or normal school, who wish to be teachers, librarians etc., should take the Classical Curriculum; those who wish positions with business houses as clerks, book-keepers, stenographers, cashiers should take the Commercial Curriculum; those who wish to be teachers, milliners, dressmakers or to hold other positions dealing with the household arts or to seek the education which should belong to all home-workers, should take the Domestic Arts Curriculum.

#### THE VOCATIONAL CURRICULA.

This is the present development of our vocational work. The boys in all our sixth, seventh and eighth grades spend two hour periods during the week at elementary carpentry in the old public library rooms, in the basement of the City Building. Miss Christine Rowell is instructor. The room, its location and equipment are very satisfactory. All the girls of the same grades spend the same amount of time in elementary cooking and sewing. This work is in the second story of the Fifth Street Ward House. Miss Isabelle Morey is in charge. The building is well equipped but is not centrally located, particularly for the girls of the Belknap school.

Last year's report referred to the bequest of the late Miss Martha Hanson of \$2,000 for High school vocational work. Through the kindness of her executors, Colonel Daniel Hall and Arthur A. Hall and the liberality of the city councils in fitting up rooms in the Fifth Street Ward House for our use, the new work was enabled to begin in September. In the Ward house or as we call it "Household Arts School" we have a store room, dining, sewing and class rooms, a kitchen and closet all well equipped for work. These rooms are used by both the High school and the grade girls. Miss Stella Simonds is teacher of the High school classes, and the work is so

popular that the rooms are already crowded to their full capacity.

The equipment for the High school boys is in the basement and on the first floor of the Sherman school building. It consists of two forges with equipment for molding and blacksmith work, 20 carpenter's benches, 20 drawing tables, four speed lathes, an engine lathe, milling machine, grinder, drill and bench planer. Edward W. Kempton is instructor. The rooms already are overcrowded and larger quarters must soon be sought elsewhere. The only rational solution is the addition of suitable rooms to the High school building, for it is a great disadvantage that their work and that in Domestic Arts is so far from the High school that much valuable time is consumed in going to and fro.

We have about 180 boys and 180 girls from the grades doing this work, and from the High school over 60 boys and 60 girls. In many schools a single course is given in cooking and one in carpentry. These classes come but once or twice a week and most pupils elect them. We are not doing work in that way. Our pupils who take Domestic Arts or Mechanic Arts are occupied every day of every week for four years, and cooking and carpentry is but a small part of the work. For its extent I call your attention to the program of study of the High school as printed in the appendix to this report. We want all interested citizens to visit these classes in the Fifth street ward house, the City building and the Sherman school. Their presence will not interfere with the work of the classes, they may come and go as they wish, and I am sure they will be interested.

#### THE SHERMAN SCHOOL.

All members of this committee are agreed that the Sherman school is unsuitable for school purposes and it has long been your settled policy to secure at the earliest feasible opportunity a new building adequate for your grammar school needs. Your plans have not met with approval at the hands of the city councils, and this I think, because through misrepresentations they are not aware of the true conditions.



You will remember that last spring some one interested in low taxes got together an irresponsible committee to visit this building and make a public report that would cast into discredit your judgment concerning the Sherman school. This committee consisted of expert artisans, a carpenter, a plumber, a mason, a painter and others. This committee investigated and signed a report which says in part, "It is our unanimous opinion that the sum of two hundred and fifty dollars judiciously expended, except the installing of the new furnaces, will place this building in first class condition, and will be as sanitary and healthy as any school house in this city."

By the city councils and many citizens this report was accepted as conclusive and the city councils granted the \$250. Nothing was more natural than that this work of repairing should then be given to these experts who had signed the report, as that the carpenter should repair the fence, the plumber the eave troughs and so for the others. This was natural, they did the work attempted well, and no doubt economically but was their testimony and judgment about the building disinterested? I doubted it much when one of the men who signed the report came to me with the request that his child be transferred to a better building.

With the \$250 the committee repaired and painted the fence, put in new gutters, restored the blinds, replaced a few bricks, and whitewashed two rooms. All of this was needed work and improved the appearance of the building but it in no way improved any one of the fundamental troubles with the Sherman school.

There are three fundamental troubles.

1. *The heating system is inadequate.*

Both teachers and pupils suffer from the cold. We plan to keep the temperature in our school buildings between 68 and 70. As you know, the month of November and the first ten days of December were very mild this year but the hourly temperature record of the rooms on the first floor show 77 hours when the temperature was not 60 and three hours when

it was not 50. It is not difficult to conjecture what the condition will be in January and February.

2. *The basements are abominable.*

I shall not try to describe to you the dark, damp, foul basements. They have to be seen and smelled to be appreciated. The repair committee has done all that it can to bring in more light and we are using water without stint but still they remain disgusting and disease breeding. In our effort to keep these basements decent we use five times as much water per pupil as in other buildings. Here is the table for last year.

Sherman, 85 pupils, \$67.84, or \$ .80 per pupil.

Sawyer, 290 pupils, \$50.61, or \$ .17 per pupil.

Varney, 139 pupils, \$20.99, or \$ .14 per pupil.

These two troubles, the heating and the basements, can be remedied at a cost of about \$300 for the former and \$1,500 for the latter, and I strongly recommend that neither be done, as neither reaches the great trouble with the Sherman school and it is poor business to waste more money here.

3. *The location is no longer fit for a public school.*

You will agree that frequently the sights and sounds of this part of the city are not edifying for school children but I wish to call to your attention the physical surroundings. With our Health Officer, Hubert K. Reynolds, to whom I am much indebted, and a photographer I made a study of this region. The photographs are on exhibition at this office and will convince any one who has children or who loves children more than he loves low taxes.

We found a playground extending from the building north 13 feet, west 28-36 feet, south 18 feet and east 7 feet. We found within 300 feet of the building over 20 privies and 10 hen yards. Within 100 feet were 10 open and more or less dilapidated privies. There were also many open garbage cans and refuse heaps, these being from 30 to 80 feet from the school windows. It is a region of filth begrimed, vermin infested and disease laden tenements.

This building swarms with flies bred in the filth of this

neighborhood. We know that flies are the carriers of typhoid fever and infantile paralysis. We know that by chance touch, by the wind and other carriers the germs of other diseases as tuberculosis are carried. They surely exist in this place and by no new board fence can the Sherman school be made as sanitary and healthy as any school house in this city.

Let us now see what the condition is in this school. You will agree that in the long run school absences are caused largely by ill health. This school has a fifth and sixth grade. We will compare their absences with those of our other similar grades. In the last three years the teachers have lost more days from sickness than those in other buildings, and here are the figures for the pupils.

Average Number of Absences Per Pupil, Fifth and Sixth

#### Grades.

	Belknap School.	Sawyer School.	Sherman School.
1908- 9	15	21	23
1909-10	18	21	28
1910-11	20	17	28
1911-12	13	18	23
1912-13	18	20	32
Average No.	17	20	27

• Per cent of total absences:

27%

31%

42%

Each summer many parents living in the Sherman district come to the superintendent with the request that their child be transferred to another school. The parents of nearly half of the pupils assigned to the Sherman school thus came to me last summer. To refuse, as I had to, these urgent and well grounded requests was an unpleasant task. These parents are right, though they can not always see that I am not to blame for the condition.

Every parent who has children below the sixth grade should read as given below, the new limits of the Sherman district and if they are dissatisfied should express their com-

plaint to their members of the city councils, the mayor and to the school committee.

#### THE DISTRICT.

On the east side of Central avenue, Ham street and South to and including George street and Paine street. On the west side from the B. & M. R. R. to and including St. Thomas street and west to Belknap. In addition Rollinsford, Fresh Creek, Garrison Hill district and Blackwater.

#### THE CITY HALL SCHOOL.

This school is unsuitably housed. It is in a basement with no ventilation possible. The toilet facilities are entirely inadequate. There is no available drinking water. The result shows as at the Sherman school in the health of the children and in the righteous complaints of parents. For the use of interested parents this is the district.

East of Central avenue, Ham street and south to and including Stark avenue. West of Central avenue from the B. & M. R. R., to and including Silver street and to Belknap street. In addition all suburban districts.

#### THE NEW SCHOOL BUILDING.

We have seen that our quarters for vocational work are already crowded, the High school also is crowded and we have no vacant room in any of our buildings. The only location for this vocational work is in an addition to the High school building. The economical arrangement is to make this addition large enough to accommodate the grades of the Sherman school and City hall.

#### A FURTHER DEVELOPMENT.

As a school committee we should look forward to a partial rearrangement of our work when we obtain this new building. All of our seventh and eighth grades should be in together here with the opportunity of a partial specialization in teaching and a development somewhat along the line of

the notable Concord readjustment. All of the pupils of the primary and other grammar grades would be accommodated on their own side of the river.

#### THE NO SCHOOL SIGNAL.

On every stormy day there are parents who feel aggrieved if the schools are not closed. They should remember that a large part of our children live under better conditions on school days, even though stormy, than on other days. Our school system is an expensive investment by the city and days of no school bring no return. As soon as a city starts to close for moderate storms, the demand increases. In one New England city the schools were closed for inclement weather throughout the winter half of last year on the average a day a week. In that prosperous city there isn't a store or a factory that would not fail if it did business that way. Our schools will seldom be closed, but many pupils live far from our school-houses, many others are not strong and well and so we urge upon parents that on inclement days they use their discretion in sending their children to school or in retaining them at home.

I believe that the schools have had a prosperous year, and are moving in the right direction.

Respectfully submitted,

E. W. BUTTERFIELD.

Dover, N. H., December 31, 1913.

# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE HIGH SCHOOL.

---

TO THE SUPERINTENDENT OF SCHOOLS:—

SIR:—I submit herewith my third annual report as principal of the Dover High School.

	1911-12	1912-13	1913-14
First term, total enrollment,	331	324	319
First term, percent. of attendance,	97.40	96.35	97.43
First term, number of tardiness,	37	20	41
First term, per cent. left school,	3.6	5.2	5.0
Enrollment, end of term,	319	307	303

#### ENROLLMENT BY CLASSES.

	1st yr.	2nd yr.	3rd yr.	4th yr.	Total
Boys,	47	34	28	21	130
Girls,	57	45	40	40	182
	—	—	—	—	—
	104	79	69	61	312

#### Post-graduates.

Boys	4	
Girls,	3	7
	—	—
		319

#### NEW COURSES.

Since 1907 the school has offered four courses, Classical, Scientific, General, and Commercial. This year we have dropped the General which was essentially an elective course and added two new ones, Mechanic Arts, and Domestic Arts. Pupils entering in the future will be expected to elect one of

these five courses and take for graduation all the studies in that course. The Classical course is intended to fit a pupil for an academic course at college or for Normal school; the Scientific course for a scientific course at college. The Commercial course is for those who wish to follow any form of mercantile or clerical work. The Mechanic Arts course is for boys who are to do skilled mechanical or electrical work. The Domestic Arts course is for girls who wish to become nurses, dressmakers, milliners, and teachers. It also fits for Normal schools.

As indicated above, the points necessary for promotion from year to year must be chosen from a single course throughout the four years. After the present year sixteen points secured in more than one course will not entitle a pupil to graduation. Elections were made for this year mainly in accord with the above plan, exceptions being allowed in a few cases where third and fourth year pupils had previously elected the General course. The table below shows the elections by classes.

	1st yr.	2nd yr.	3rd yr.	4th yr.
Classical,	28	12	13	13
Scientific,	10	10	8	12
Commercial,	26	25	8	22
Mechanic Arts,	21	18	16	5
Domestic Arts,	19	14	19	3
Special,			4	6

#### MANUAL ARTS PROGRAM.

Work was begun in September in Mechanic Arts in the rooms on the first floor of the Sherman school, under the direction of Mr. E. W. Kempton. The sixty boys who elected this course were arranged in three divisions with a program as follows:

Division	Class	Period
A	Seniors and Juniors	8.20— 9.30
B	Sophomores	10.10— 11.25
C	Freshmen	12.00— 1.20

Allowing fifteen minutes for the trip to and from the class room the arrival and departure of these divisions is made to coincide with the change of periods in the other courses. Division A is not required to attend at the High school building in the morning, and Division C is dismissed at 1.20 from the Sherman school. For the first half of year all divisions have followed the same program, viz., Carpentry, Tuesday, Wednesday, Friday. Mechanical Drawing, Monday, Thursday.

The Domestic Arts work in charge of Miss Stella S. Simonds was installed in rooms fitted up on the second floor of the Ward house on Fifth street. The fifty-five girls electing this course were arranged in three divisions with periods corresponding to those in Mechanic Arts. The program of work is as follows:

	Division A.	Division B.	Division C.
Monday,	Sewing.	Sewing.	Sewing.
Tuesday,	Household. Appliances.	Household. Appliances.	Sewing.
Wednesday,	Household Appliances.	Household Appliances.	Recitation.
Thursday,	Cooking.	Cooking.	Cooking.
Friday,	Cooking.	Cooking.	Cooking.

#### CLASS OF 1913.

Under the direction of Miss Winship the Class of 1913 presented the play entitled "The Bishop's Suit," in the opera house on the evening of March 7. The proceeds of this play were used to defray the expenses of the Washington trip and the class banquet at graduation.

On March 28, accompanied by the principal and Miss Barker, the class started on a trip to Washington where four days were spent in sightseeing.



On June 19, fifty-seven graduates were awarded diplomas. These were distributed as to courses as follows:

Classical . . . .	10
Scientific . . . .	21
General . . . .	16
Commercial . . . .	10

Members of this class entering college in September are given below.

New Hampshire College—Thomas Anderton, James Colomy, Natalie Ewer, Beatrice Fall, Alice Fernald, Chester Greenaway, Edward Long, Florence Lumsden, Arthur Morgan, Leslie Paul, Alberta Steuerwald.

Dartmouth—Charles Clarke.

Bates—Eleanor Richmond.

Tufts Medical—Fred Goddard.

In conclusion I desire to express my obligation to the teachers who have so loyally assisted me in my efforts for the welfare of the school.

Respectfully submitted,

MELVIN M. SMITH,

Principal of the High School.

# ANNUAL REPORT

## OF THE

### PRINCIPAL OF THE EVENING SCHOOL.

---

TO THE SUPERINTENDENT OF SCHOOLS:—

SIR:—I submit this my report as principal of the evening school:

	1913-14
School opened, . . . . .	Oct. 13
Total enrollment, . . . . .	135
Boys, . . . . .	115
Girls, . . . . .	20
Greeks, . . . . .	75
Syrians, . . . . .	28
Poles . . . . .	6
English speaking, . . . . .	26
Number over 18 years, . . . . .	73
Number under 18 years, . . . . .	62
Average attendance, . . . . .	78

Teachers employed: John Daeris, Ida B. Hanson, Mary E. Twombly, Grace B. Henderson.

Respectfully submitted,

WILLIAM F. WHITE,

Principal of Evening School.

Dover, N. H., December 31, 1913.

# REPORT

## OF THE

### TRUANT OFFICER.

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To THE SCHOOL COMMITTEE:—

I respectfully submit the following report for the year 1913.

Number of complaints from teachers, . . . . .	224
Number of complaints from the superintendent, . . . . .	3
Number of complaints from the Sacred Heart parochial school, . . . . .	26
Number of complaints from St. Joseph paro- chial school, . . . . .	35
Number of complaints from French parochial school, . . . . .	22
Whole number of complaints received, . . . . .	307
Number of cases of absence investigated, . . . . .	284
Number of cases of tardiness investigated, . . . . .	12
Number of children found absent without good reason, . . . . .	108
Number found to be truant, . . . . .	45
Number of visits to schools, . . . . .	310
Number of visits to families, . . . . .	310
Number of visits to manufacturing establish- ments, . . . . .	59
Number of parents prosecuted, . . . . .	1

V. H. CAVERLY,

Truant Officer.

Dover, N. H., December 31, 1913.

**TO THE SCHOOL COMMITTEE:—**

I have the honor to submit herewith my report relative to the enumeration of children assigned to me by vote of your board.

The results of the enumeration are as follows:

Number of children between the ages of five and sixteen years:

Boys, .....	1,079	
Girls, .....	1,077	
	<hr/>	
Total, .....		2,156
Number between ten and sixteen years who cannot read and write in the English language, .....		17
Number of those born in New Hampshire, .....	0	
Number born elsewhere in the United States, .....	0	
Number born in foreign countries. ....	17	
	<hr/>	
Total, .....		17
Number between the ages of five and eight who do not regularly attend school (about), ....		100
Number between the ages of eight and fourteen who do not regularly attend school, .....		2
Number between the ages of fourteen and sixteen who do not regularly attend school, ..		137

Respectfully submitted,

V. H. CAVERLY,

Truant Officer.

Dover, N. H., December 31, 1913.

# APPENDIX.

## STATISTICS.

### TEACHERS.

Number of teachers during the year 1912-1913.	
High school, .....	11
Grades 5-8, .....	13
Grades 1-4, .....	17
Suburban schools, .....	2
Music teacher, .....	1
Drawing teacher, .....	1
Total, .....	45
Number of male teachers, .....	3
Number of female teachers, .....	42
Number of teachers who have graduated from a normal school, .....	14
Number of teachers who have graduated from a training school, .....	14
Number of teachers who have graduated from college, .....	10
Number of teachers who have a state certifi- cate, .....	31

# SCHOOL DIRECTORY.

DOVER, N. H.

Name.	School.	Grade.	Residence.
E. W. Butterfield, .....	Supt. of Schools .....		292 Locust St.
Melvin M. Smith, .....	High		74 Atkinson St.
Leonard O. Merrill, .....	"		38 Fisher St.
Marjorie W. Shaw, .....	"		7 West Concord St.
A. Louise Barker, .....	"		10 Richmond St.
Maude M. Bradford, .....	"		36 Lexington St.
Belle Gleason, .....	"		86 Silver St.
Grace M. Thompson, .....	"		38 Fisher St.
Hasel E. Howard, .....	"		265 Washington St.
Pauline S. Howard, .....	"		8 Richmond St.
Edmund W. Kempton, .....	"		141 Silver St.
Stella S. Simonds, .....	"		16 Summer St.
Edith A. Kelley, .....	"		158 Central Ave.
Edith G. Donnelly, .....	"		Durham Road.
W. F. White, .....	Sawyer	8	30 Fourth St. . .
Carrie S. Hanson, .....	"	7	14 Silver St.
Elisabeth C. Davis, .....	"	6	115 Cocheco St.
Edna F. Rines, .....	"	5	113 Portland St.
Jennie F. Philbrick, .....	"	4	50 Mt. Vernon St.
Grace B. Henderson, .....	"	3	831 Central Ave.
Carrie B. Drew, .....	"	2	43 Silver St.
Hattie J. Bickford, .....	"	1	23 Oak St.
Ida B. Hanson, .....	Belknap	7	14 Silver St.
Mary E. Twombly, .....	"	6	120 Central Ave.
Gertrude F. A. Lyons, .....	"	6b	52 Belknap St.
Alice H. Davis, .....	"	5	162 Central Ave.
Helena A. Cavanaugh, .....	City Hall	8	43 Orchard St.
Grace E. Lawrence, .....	Central	8	7 West Concord St.
Fanny Morrison, .....	"	7	169 Mt. Vernon St.
Katherine A. Murphy, .....	Sherman, .....	6	38 Oak St.
Martha Sherry, .....	"	5	4 St. John St.
Ruth D. Corson, .....	Peirce, .....	4	9 Lexington St.
Hittie F. Ham, .....	"	3	Tolend.
Alice E. Murphy, .....	"	2	13 Orchard St.
Jennie S. Smith, .....	"	1	577 Central Ave.
Mollie F. Flynn, .....	Varney	4	South Berwick, Me.
Angie G. Osborne, .....	"	3	15 First St.
Grace E. Winkley, .....	"	2	7 West Concord St.
Mary W. Whitely, .....	"	1	Mt. Pleasant.
Grace E. Lawlor, .....	Hale	4	102 Locust St.
Marguerite Pierce, .....	"	3	29 Cushing St.
Edith A. Gowen, .....	"	2	220 Washington St.
Mary McDonough, .....	"	1	24 Mill St.
Emily S. Folsom, .....	Welch	1	290 Locust St.
Mary T. Towle, .....	Back River		R. F. D. No. 1.
Mildred Smith, .....	Upper Neck		366 Central Ave.
Isabel M. Morey, .....	Domestic Science		37 Fifth St.
Christine M. Rowell, .....	Manual Training, .....		35 Belknap St.
Clara B. Hopkins, .....	Music, .....		129 Silver St.
Eva E. Bunker, .....	Drawing, .....		Durham, N. H.

**SALARIES.****GRADED SALARIES.**

First year, .....	\$300 00
Second year, .....	350 00
Third year, .....	400 00
Fourth year, .....	450 00
Fifth year, .....	500 00
Sixth year, .....	550 00
Seventh year (for 8th grade only), .....	600 00
Principal Belknap school, .....	650 00
Principal Sawyer school, .....	1,000 00

**HIGH SCHOOL.**

Principal, .....	\$1,800 00
Sub-master, .....	1,000 00
One assistant, .....	900 00
Three assistants, .....	800 00
Two assistants, .....	750 00
Two assistants, .....	700 00
One assistant, .....	650 00
Two assistants, .....	600 00

**SPECIAL TEACHERS.**

Music (three days per week), .....	\$600 00
Drawing (three days per week), .....	500 00
Manual training, .....	550 00
Domestic Science, .....	550 00

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**COST.**

Population of city by census of 1910, .....	13,247
Assessed valuation, April, 1912, .....	\$11,586,014.36
Rate of taxation for all school expenses, 4 mills on \$1.00.	
Total expenditure of the school committee for day schools, exclusive of text-books and supplies, .....	44,110 35

Cost per pupil based on total enrollment, . . . . .	31 66
Cost per pupil based on average enrollment, . . .	34 89
Cost per pupil of total enrollment for text- books and supplies, . . . . .	1 58
Cost per pupil of average enrollment for text- books and supplies, . . . . .	1 73
Table showing expense of text-books, reference books and pupils' supplies:	

	Appropriation.	Available.	Expended.	Per capita on Total Enrollment.	Per capita on Average Enrollment.
1909, . . . . .	\$1,900	1,858 04	1,893 01	1 28	1 39
1910, . . . . .	2,000	2,006 56	2,055 22	1 36	1 47
1911, . . . . .	2,100	2,149 24	2,083 22	1 44	1 60
1912, . . . . .	2,100	2,326 02	2,278 41	1 61	1 78
1913, . . . . .	2,100	2,199 12	2,194 12	1 58	1 73

## ATTENDANCE.

Number of pupils enrolled during the year ending June, 1913, excluding duplicate enrollments:

Schools.	Total.	Boys.	Girls.
High school, . . . . .	325	138	187
Grades 5-8, . . . . .	456	230	226
Grades 1-4, . . . . .	585	301	284
Suburban schools, . . . . .	27	11	16
Total, . . . . .	1,393	680	713
Evening school, . . . . .	196	178	18
Total, . . . . .	1,589	858	731
Parochial schools:			
St. Joseph, . . . . .	251	217	34
Sacred Heart, . . . . .	323	54	269
St. Charles, . . . . .	353	174	179
Total parochial, . . . . .	927	445	482



Total public, .....	1,589	858	731
	<hr/>	<hr/>	<hr/>
Total for all the schools, ....	2,516	1,303	1,213

Number of pupils enrolled by grades during the year ending June, 1913, excluding duplicate enrollment:

Schools.	Total.	Boys.	Girls.
Grade 8, .....	102	48	54
Grade 7, .....	106	56	50
Grade 6, .....	150	75	75
Grade 5, .....	107	54	53
Grade 4, .....	139	71	68
Grade 3, .....	131	67	64
Grade 2, .....	146	70	76
Grade 1, .....	187	101	86

Total, .....	1,068	542	526
Number of pupils between six and eight years,			266
Number of pupils between eight and fourteen years, .....			815
Number of pupils between fourteen and sixteen years, .....			116
Number of pupils over sixteen years of age, ....			196
			<hr/>
Total, .....			1,393

Average membership:

High school, .....	302	
Grades 5-8, .....	426	
Grades 1-4, .....	510	
Suburban schools, .....	26	
	<hr/>	
Total, .....		1,264

Parochial schools:

St. Joseph, .....	240
Sacred Heart, .....	311

St. Charles, .....	325	
	<hr/>	
Total parochial, .....	876	
	<hr/>	
Total, all the schools, .....		2,199
Average membership per cent. in each division in the public schools:		
High school, .....		23.9
Grades 5-8, .....		33.7
Grades 1-4, .....		40.3
Suburban schools, .....		2.1
		<hr/>
		100.0
Per cent. that average membership is of total enrollment, .....		93.5
Average daily attendance:		
High school, .....		290
Grades 5-8, .....		403
Grades 1-4, .....		471
Suburban schools, .....		25
		<hr/>
Total, .....		1,189
Parochial schools:		
St. Joseph, .....	231	
Sacred Heart, .....	301	
St. Charles, .....	302	
	<hr/>	
Total, parochial schools, .....		834
Total for all the schools, .....		2002
Average daily absence:		
High school, .....		12
Grades 5-8, .....		23
Grades 1-4, .....		39
Suburban, .....		2
		<hr/>
Total, .....		76

Per cent. that average attendance is of average membership for the year:

High school, .....	960
Grades 5-8, .....	94.4
Grades 1-4, .....	2.3
Suburban, .....	3.5

---

Average per cent. for city, ..... 93.5

Number of tardinesses during the year:

High school, .....	74
Grades 5-8, .....	217
Grades 1-4, .....	409
Suburban schools, .....	19

---

Total, ..... 719

Number of pupils neither absent nor tardy:

High school, .....	57
Grades 5-8, .....	51
Grades 1-4, .....	33
Suburban, .....	9

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Total, ..... 150

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## ROLL OF HONOR.

### HIGH SCHOOL.

Thomas Anderton, Madeline Avery, Alice Bennett, Arthur Boston, Arthur Brown, George Calcutt, Blanche Caldwell, Oramel Card, Thomas Cash, James Cavano, Harold Chesley, Gerald Crosby, Maurice Currier, Mollie Devereaux, Mildred Dyer, Gertrude Eyres, Alice Fernald, Mildred Flynn, Anna Fogg, Leander Fogg, Walter Forrest, Edith Foss, Philip Foss, Helen Grant, Leland Grant, William Hamilton, Catherine Hayes, Blanche Hill, Ethel Hitchens, Ellen Hoitt, Sadie Hughes, Myrtle Kennedy, Elsie King, Alice Knox, James Luddy, Mary McCarthy, John McNally, Dorothy

Morgan, John Murphy, Hilda Neame, Hilda Olson, Elizabeth Ordway, Alice Paton, Roger Perkins, Violet Quill, Helen Rowe, Marion Sanders, Madeline Sargent, Ocee Sevigny, Marie Sherry, Alberta Steuerwald, Olive Stewart, Ethel Watson, Eunice Whipp, Caroline Whittemore, Hazel Winn, Emma Wright.

#### SAWYER SCHOOL.

Grade VIII.—Otto E. Amundsen, Doris H. Blaisdell, Catherine L. Linnehan, Chesley S. Marshall, Emilianna Routhier, Fred H. Smith, Helen D. Yeaton.

Grade VII.—Robert F. Blake, Paul J. Cassell, True W. Cornell, Doris I. Gallagher, Harda K. Gulbrandsen, Olga M. Isaacson, Ulyse J. Sevigny, Edna M. Wiggin.

Grade VI.—Harold R. Willand.

Grade IV.—Ethel M. Collins, Edith A. Galligan, Anna K. Riekert.

Grade II.—Roy Cutting.

Grade I.—Eleanor Cloutman, Hazel M. Toof.

#### PEIRCE SCHOOL.

Grade IV.—Fred Flowers, Oliver Fredette, Esther Isaacson, Edna Ordway, Ernest Sevigny.

Grade III.—Helen Gulbrandsen, Joseph Orr, Ernest H. Pierce.

Grade II.—Martin W. Berg, Margaret C. Gulbrandsen, Marion M. Sherry.

#### SHERMAN SCHOOL.

Grade VI.—Helen Sherry.

Grade V.—Lenora I. Chasese, Edith Morrisette, Ruth M. Young.

#### CITY HALL SCHOOL.

Grade VIII.—Louis P. Desatelle, Howard E. Forrest, Susan V. Haley, Curtis B. Stewart.

#### CENTRAL SCHOOL.

Grade VIII.—Ethel Abbott, Ella Browne, George Carr,

Mary Courtney, Eleanor Dearborn, Ada Fernald, Teresa McCarty, Martha Welch.

Grade VII.—Doris Chesley, Victor King.

#### VARNEY SCHOOL.

Grade IV.—Percy Robinson, Harold O. Sears.

Grade III.—Helen C. Doe.

Grade II.—Frederick C. Smalley.

#### BELKNAP SCHOOL.

Grade VII.—Clinton W. Campbell, Thomas J. Cavanaugh, Thomas P. Crosby, Ralph H. Emerson, Louis E. Flynn, Stanley C. Gray, Fred M. McFadden, George E. Morgan, Augustus K. Ross, Millard R. Taylor, Lella E. B. Dalglish, Edna D. French, Doris E. Ireland, Katherine H. Lester, Helen M. Vennard.

Grade VI.—James W. Bradley, Calvin J. Staples.

Grade V.—Ethel G. Biederman, Raymond W. Mountford.

Grade V-VI.—H. Nason Avery, Alfred W. Calcutt, Daniel Heald, Rose C. Stevens, Helen Duggan, Earl E. Glidden, Florence M. McFadden, Frank A. Stacy.

#### HALE SCHOOL.

Grade IV.—Ellen Alleson, Marian Cassell, Adalene Clarke, Francis Coyle, Joseph Coyle, Frank McConnell, Margaret Murphy.

Grade III.—Philip Calcutt, James Firth.

Grade II.—Frank B. Moody.

Grade I.—John A. Glidden.

#### WELCH SCHOOL.

Grade I.—Edward Smith.

#### UPPER NECK SCHOOL.

Ruth Horne Smith.

#### BACK RIVER SCHOOL.

Mina M. Forrest, Effie M. Forrest, Harold B. Forrest, Annie Greenaway, Frances Greenaway, George Greenaway, Caroline Hackett, Walter Lennon.

## NUMBER OF TARDINESSES DURING THE LAST FIVE YEARS.

1908-1909, .....	974
1909-1910, .....	1,216
1910-1911, .....	903
1911-1912, .....	928
1912-1913, .....	719

## VISITS.

## By the superintendent:

High school, .....	78
Grade 5-8, .....	191
Grades 1-4, .....	128
Suburban, .....	9
Total, .....	406

## By members of the committee:

High school, .....	8
Grades 5-8, .....	96
Grades 1-4, .....	20
Suburban schools, .....	0
Total, .....	124

## By parents, citizens and others:

High school, .....	86
Grades 5-8, .....	366
Grades 1-4, .....	429
Suburban, .....	83
Total, .....	964

## GENERAL.

Number of schoolhouses, .....	13
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Number occupied at close of year, .....	11
Number of weeks in school year:	
High school, .....	38
Grades 5-8, .....	37
Grades 1-4, .....	37
Suburban schools, .....	37
Number of schools, the average membership of which for the year has not been more than twelve pupils, nor less than seven, .....	1

TABLE SHOWING ATTENDANCE IN DETAIL FOR THE YEAR ENDING JUNE 30, 1913.

School.	Class.	Teacher.	Total Enrollment.	Average Membership.	Average Attendance.	Average Absence.	Average Age, Sept. '12.	Average Attendance, per cent.	No. of Tardinesses.	Number of Pupils not Absent nor Tardy.
High.	Master.	Melvin M. Smith.	325	302	290	12	1st, 14.7 2nd, 15.8 3rd, 16.5 4th, 17.4	94.16	74	57
"	Sub-Master.	Leonard O. Merrill.								
"	Assistant.	Lou P. Smith.								
"	"	Marjorie W. Shaw.								
"	"	Maude Winship.								
"	"	Lillian L. Latham.								
"	"	A. Louise Barker.								
"	"	Maude M. Bradford.								
"	"	Belle Gleason.								
"	"	Bertha E. Eaton.								
"	"	Grace M. Thompson.								
"	"	William F. White.								
Bayer.	Grade 8.	Carrie S. Hanson.	36	34	33	2	14.0	95.54	80	7
"	"	Helen M. Clark.	34	34	33	1	12.11	97.11	10	8
"	"	Elizabeth C. Davis.	32	29	27	1	12.1	94.93	12	1
"	"	Jennie F. Philbrick.	34	33	30	3	11.2	92.02	10	0
"	"	Grace B. Henderson.	46	39	37	2	9.9	93.68	12	3
"	"	Carrie B. Drew.	30	30	28	2	9.1	92.29	36	0
"	"	Hattie J. Rickford.	36	27	24	3	8.1	90.00	33	1
"	"	Ruth D. Corson.	43	34	30	4	6.11	89.60	41	3
Flanagan.	"	Hattie F. Han.	36	36	34	2	10.2	94.17	21	5
"	"	Allice E. Murphy.	26	24	23	1	9.2	94.56	3	3
"	"	Jennie S. Smith.	31	26	24	2	8.6	93.96	8	3
"	"	Helena A. Cavanaugh.	38	33	29	4	6.6	87.91	19	0
Sherman.	"		32	31	29	2	12.0	92.55	24	1



Sherman,	Grade 5,	Edna F. Rites, . . . . .	37	35	32	1	11.8	90.13	14	3
City Hall,	" 8,	Florence A. Morrison, . . . . .	29	28	27	1	14.3	94.32	25	4
Central,	" 8,	Grace E. Lawrence, . . . . .	37	31	30	1	14.1	95.38	25	8
"	" 7,	Bernice M. Stearns, . . . . .	37	32	30	2	13.2	94.56	32	3
Varney,	" 4,	Mollie F. Flynn, . . . . .	26	22	21	1	11.1	96.26	13	2
"	" 3,	Angie G. Osborne, . . . . .	36	32	29	3	9.2	91.20	23	1
"	" 2,	Grace E. Winkley, . . . . .	39	37	34	3	8.1	91.73	67	0
"	" 1,	Mary W. Whiteley, . . . . .	38	31	27	4	6.9	85.95	43	1
Belknap,	" 7,	Ida B. Hanson, . . . . .	35	33	32	1	12.11	96.91	1	5
"	" 6,	Mary E. Twombly, . . . . .	41	37	34	3	12.2	92.53	13	2
"	" 5,	Alice H. Davis, . . . . .	31	31	30	1	11.6	95.92	13	2
Hale,	" 4,	Gertrude F. Lyons, . . . . .	40	37	36	1	10.4	96.76	6	7
"	" 3,	Grace E. Lawlor, . . . . .	28	26	24	1	10.3	94.25	2	2
"	" 3,	Katherine A. Murphy, . . . . .	34	30	29	1	9.3	96.28	13	2
"	" 2,	Edith A. Gowen, . . . . .	36	32	31	1	7.11	95.50	24	1
Welch,	" 1,	Mary McDonough, . . . . .	36	29	27	2	6.5	93.20	28	1
Back River,	" 1-7,	Emily S. Folsom, . . . . .	28	23	22	2	6.11	93.13	21	1
Upper Neck,	" 1-7,	Mary T. Towle, . . . . .	19	18	18	1		96.50	13	8
		Mildred Smith, . . . . .	8	8	7	1		86.55	6	1

COMPARISON OF ATTENDANCE FOR THE YEARS 1912-1913.

SCHOOLS.	Entire Enrollment.		Average Enrollment.		Average Attendance.		Average Absence.		Average Attendance per cent.		Number of Tardinesses.		Not Absent nor Tardy.	
	1912	1913	1912	1913	1912	1913	1912	1913	1912	1913	1912	1913	1912	1913
High. . . . .	335	325	313	302	308	290	10	12	96.7	94.2	81	74	86	57
Grades 5-8. . . . .	466	456	425	426	404	403	21	23	94.2	94.2	396	317	65	51
Grades 1-4. . . . .	571	585	515	510	474	471	41	39	91.8	91.8	412	408	46	33
Rural. . . . .	37	27	32	26	30	25	2	2	94.7	94.7	39	19	7	9
Total. . . . .	1,409	1,393	1,285	1,264	1,211	1,188	74	76	94.2	93.5	198	719	204	150
Evening. . . . .	183	196	115	96	97	73	18	24	83.8	74.4	0	0	0	0
Total. . . . .	1,595	1,589	1,400	1,360	1,308	1,260	92	100	93.3	90.8	928	719	204	150

\*\*Average per cent. for city.

## MEMBERSHIP AND ATTENDANCE.

The average membership, as recorded in the school registers, is here given for five years, for purposes of comparison:

1908-09, .....	1,360
1909-10, .....	1,398
1910-11, .....	1,302
1911-12, .....	1,285
1912-13, .....	1,264

Average attendance in the public schools, as given in printed reports, for the five years:

1908-09, .....	1,283
1909-10, .....	1,308
1910-11, .....	1,221
1911-12, .....	1,210
1912-13, .....	1,188

## NO SCHOOL SIGNAL.

The following resolutions were adopted March 11, 1902:

*Resolved*—That the no school signal, viz: 2-2, 2-2, 2-2, struck at 7.40 A. M., shall be considered as a notification that no forenoon session will be held in any of the graded schools; when struck at 7.55, the signal shall apply to the grammar and primary schools only. The signal for the afternoon session shall be struck at 11.15 A. M. or 1.05 P. M.

*Resolved*—That the superintendent be hereby directed to instruct the teachers and pupils properly and thoroughly in regard to the foregoing resolution.

The signal was not rung during the year 1913.

## LIMITS OF SCHOOL DISTRICTS.

The following table of limits gives the general outlines of the districts which are subject to such changes as may be necessary from time to time.

## GRADE VIII.

City Hall school—East of Central avenue, Ham street and south to and including Stark avenue. West of Central

avenue from the B. & M. R., R. to and including Silver street and to Belknap street. Suburban districts.

Sawyer school—The northern part of the city bounded on the south by the City hall limits.

Central school—All of the southern and western part of the city not included in the above limits.

#### GRADE VII.

Sawyer school—The northern part of the city bounded on the south by the B. & M. R. R., east of the Cocheco river, and Fourth street west of the Cocheco river.

Central school—South of the Sawyer limits to Silver street, and as far west as Belknap street; south on Central avenue to Stark avenue and east of these streets. Suburban districts.

Belknap school—All of the southern and western part of the city not included in the above limits.

#### GRADES VI, V.

Sherman school—On the east side of Central avenue, Ham street and south to and including George street and Payne street. On the west side, from B. & M. R. R., to and including St. Thomas street and west to Belknap street. In addition, Rollinsford, Fresh Creek, Garrison hill district, and Blackwater.

Sawyer school—The northern part of the city bounded on the south by Fourth street west of the Cocheco river, the B. & M. R. R., between Cocheco river and Central avenue, and the northern Sherman limits.

Belknap school (b)—South of the Sherman limits to the lower end of Central avenue and as far west as Locust street.

Belknap school, (a)—All of the southern and western part of the city not included in the above limits.

#### GRADES IV, III, II.

Sawyer school.—The northern and western part of the city. The southern boundary is Cocheco river and Fourth

street west of the Cocheco river; the eastern boundary is Park street.

Peirce school.—East of the Sawyer limits and as far south as Portland street.

Varney school.—East of Central avenue, south from Peirce limits to George street and Payne street; west of Central avenue south from Sawyer limit to Silver street and Rutland street and including these streets.

Hale school.—South of Varney limits to rural districts. Pupils from Garrison hill district and Blackwater will be transported to the school having the smallest number of pupils.

#### GRADE I.

Sawyer school.—The northern and western part of the city. The southern boundary is Cocheco river and Fourth street west of the river, the eastern boundary is Park street.

Peirce school.—East of the Sawyer limits and south to Portland street.

Varney school.—East of Central avenue, south from Peirce limits to Silver street and Rutland street and including these streets.

Hale school.—South from the Sherman and Varney limits to Watson street and 227 Locust street.

Welch school.—South of the Hale limits to the rural districts.

# GRADUATING EXERCISES

OF THE

## HIGH SCHOOL.

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The graduating exercises of the high school were held in the opera house at 2.30 o'clock, Thursday, June 20, 1913. The program was as follows:

1. MARCH, "Priest's March", *Mendelssohn*  
Miss M. Ethel Kelleher.
2. CHORUS, "Valorous Knight," *Wagner*  
The High School Chorus.
3. PRAYER.  
Rev. W. A. Morgan.
4. (a) SONG—"Blossom Land," *Elliott*  
Miss Marjorie R. Boomer.  
(b) PIANO DUETT, "Grande Polka de Concerte",  
*Bartlett*  
Misses Stewart and Ricker.
5. ADDRESS TO THE GRADUATES.  
"Efficient Scholarship."  
Prof. Benjamin T. Marshall, Dartmouth College.  
SONG, "Maria, Mari!" *Capua*  
School Choir.
7. PRESENTATION OF DIPLOMAS,  
Dr. Charles A. Fairbanks, Chairman of School Committee.
8. CHORUS, "Coronation March," *Meyerbeer*  
High School Chorus.

## CLASS OF 1913.

Thomas Richard Anderton,	Mary Florence Lumsden,
Beatrice May Ashby,	Leslie Eugene Lynde,
Ray Stanley Baxter,	Harold Ruggles McEwan,
Alice Leigh Bennett,	Ola Jennie Mills,
Florence May Blaisdell,	Arthur Richardson Morgan,
Marjory Ramsdell Boomer,	Carroll Monroe Nash,
Charles Edward Browne,	Gladys Augusta Nelson,
Earl Gray Caswell,	Alphonso Norman,
Charles Meldon Clark,	Alice Katharine Paton,
Earl Blanchard Coburn,	Marion Elbeier Pattee,
James Daniel Colomy,	Leslie Mathews Paul,
Marion Augusta Dame,	Philip Hall Reed,
Natalie Drew Ewer,	Eleanor Richmond,
Beatrice Louise Fall,	Elizabeth May Ricker,
Alice Fernald,	Sheldon Stone Rogers,
Orrin Edgar Fernald,	John Hooper Rollins,
Anna Rebecca Fogg,	Carl Robert Sanders,
Stanley Hall Frary,	Ida Florence Sanders,
Fred Chambers Goddard,	Stephen Edwin Sanders,
Chester Albert Greenaway,	Alberta Neal Steuerwald,
Clifton Russell Hayes,	Mary Elsie Stevens,
Blanche Lavinia Hill,	Rudd Osmond Stevens,
Ethel Amelia Hitchins,	Olive Marie Stewart,
Alice Miriam Hudson,	Willard Brackett Tucker,
Paul Rudolph Lempke,	Gladys Mildred Tuttle,
Mildred Locke,	Ethel May Watson,
Edward Long,	Julia Marguerite Willett,
James Luddy,	May Elizabeth Winslow,

Martha Roberts York.

Class of 1910 (additional Graduate.)

Mary Austin Cartland.

## RECIPIENTS OF BOOKKEEPING CERTIFICATES.

Madeline Ruth Avery,	Annie Louise Calcutt,
Marion Louise Hartford,	Sadie Barbara Hughes,
Ida Mildred Keniston,	Elizabeth May Ordway,
Helen Elizabeth Rowe,	

# RECIPIENTS OF STENOGRAPHIC CERTIFICATES.

Marion Augusta Dame,                      Blanche Lavinia Hill,  
 Ethel Amelia Hitchins,                    Marion Elbeier Pattee,  
 Ethel May Watson,                        May Elizabeth Winslow,

Number of graduates of the high school during the last ten years:

	Boys	Girls	Total	Per cent. Boys
1904, .....	7	17	24	29
1905, .....	11	21	32	34
1906, .....	9	15	24	37
1907, .....	9	19	28	32
1908, .....	21	30	51	41
1909, .....	18	31	49	37
1910, .....	18	27	45	40
1911, .....	36	37	73	49
1912, .....	27	30	57	47
1913, .....	28	29	57	49

The September registration of the high school for ten years has been:

	Boys	Girls	Total	Per cent. Boys
1904, .....	79	111	190	42
1905, .....	106	134	240	44
1906, .....	103	127	230	45
1907, .....	133	151	284	47
1908, .....	136	140	276	49
1909, .....	152	151	303	50
1910, .....	151	152	303	50
1911, .....	146	185	331	44
1912, .....	142	182	324	43
1913, .....	134	183	317	42

Following is a list of the various studies in the high school course, with the number of pupils pursuing each, during the year ending June, 1913:

English literature, .....	327
Composition, .....	327
Rhetoric, .....	327



Vocal music, . . . . .	170
Drawing, . . . . .	52
Algebra, . . . . .	148
Geometry, . . . . .	105
Physics, . . . . .	70
Chemistry, . . . . .	27
Botany, . . . . .	39
Physical geography, . . . . .	39
Latin, . . . . .	105
French, . . . . .	128
German, . . . . .	23
English history, . . . . .	14
Greek history, . . . . .	71
Roman history, . . . . .	71
Mediaeval history, . . . . .	28
United States history, . . . . .	67
Commercial law, . . . . .	14
Stenography, . . . . .	32
Typewriting, . . . . .	35
Spelling, . . . . .	35
Penmanship, . . . . .	47
Book-keeping, . . . . .	37
Business English, . . . . .	33
Commercial arithmetic, . . . . .	45
Solid geometry, . . . . .	25
Trigonometry, . . . . .	26
Commercial geography, . . . . .	34

# PROGRAM DOVER HIGH SCHOOL, 1913.

	CLASSICAL.	SCIENTIFIC.	COMMERCE.	MECHANICAL ARTS.	DOMESTIC ARTS.
FIRST YEAR.	Periods per Week	Periods per Week	Periods per Week	Periods per Week	Periods per Week
	English . . . . . 5 Latin . . . . . 5 Algebra and Geometry . . . . . 5 Ancient History . . . . . 5	English . . . . . 5 Elementary Science . . . . . 5 Algebra and Geometry . . . . . 5 German . . . . . 5	English . . . . . 5 Commercial Geog. and Arithmetic . . . . . 5 Penmanship . . . . . 5 Algebra and Geometry . . . . . 5 Ancient History . . . . . 5	English . . . . . 5 Carpentry and Wood Turning . . . . . 5 Mechanical Drawing . . . . . 5 Algebra and Geometry . . . . . 5 German . . . . . 5	English . . . . . 5 Domestic Arts . . . . . 5 Cooking . . . . . 5 German . . . . . 5 Elementary Science . . . . . 5
SECOND YEAR.	English . . . . . 5 Latin . . . . . 5 Geometry and Algebra . . . . . 5 French . . . . . 5	English . . . . . 5 Geometry and Algebra . . . . . 5 Physics . . . . . 5 German . . . . . 5 French . . . . . 5	English . . . . . 5 Bookkeeping . . . . . 5 Commercial Law and Penmanship . . . . . 5 European History . . . . . 5	English . . . . . 5 Pattern Making . . . . . 5 Molding and Casting . . . . . 5 Geometry and Algebra . . . . . 5 German . . . . . 5	English . . . . . 5 Domestic Arts . . . . . 5 Household Mechanical Appliances . . . . . 5 Household Sanitation and Hygiene . . . . . 5 German . . . . . 5 European History . . . . . 5
	English . . . . . 5 Latin . . . . . 5 Review Mathematics . . . . . 5 French . . . . . 5	English . . . . . 5 Physics . . . . . 5 Review Mathematics . . . . . 5 French . . . . . 5	English . . . . . 5 Bookkeeping . . . . . 5 Stenography . . . . . 5 Typewriting . . . . . 5 Business English . . . . . 5	English . . . . . 5 English . . . . . 5 Machine Work . . . . . 5 Physics . . . . . 5 German . . . . . 5	English . . . . . 5 Domestic Arts . . . . . 5 Physiology . . . . . 5 Nursing . . . . . 5 German . . . . . 5 Music and Art . . . . . 5
THIRD YEAR.	English . . . . . 5 Latin . . . . . 5 American History . . . . . 5 French . . . . . 5	English . . . . . 5 Chemistry . . . . . 5 Advanced Mathematics . . . . . 5 American History . . . . . 5	English . . . . . 5 Stenography . . . . . 5 Typewriting . . . . . 5 Business English . . . . . 5	English . . . . . 5 English . . . . . 5 Machine Work . . . . . 5 Physics . . . . . 5 German . . . . . 5	English . . . . . 5 Domestic Arts . . . . . 5 Cooking . . . . . 5 Household Economics . . . . . 5 Household Designs and Decoration . . . . . 5 American History . . . . . 5 Music and Art . . . . . 5
	English . . . . . 5 Latin . . . . . 5 American History . . . . . 5 French . . . . . 5	English . . . . . 5 Chemistry . . . . . 5 Advanced Mathematics . . . . . 5 American History . . . . . 5	English . . . . . 5 Stenography . . . . . 5 Typewriting . . . . . 5 Business English . . . . . 5	English . . . . . 5 English . . . . . 5 Machine Work . . . . . 5 Physics . . . . . 5 German . . . . . 5	English . . . . . 5 Domestic Arts . . . . . 5 Cooking . . . . . 5 Household Economics . . . . . 5 Household Designs and Decoration . . . . . 5 American History . . . . . 5 Music and Art . . . . . 5
FOURTH YEAR.	English . . . . . 5 Latin . . . . . 5 American History . . . . . 5 French . . . . . 5	English . . . . . 5 Chemistry . . . . . 5 Advanced Mathematics . . . . . 5 American History . . . . . 5	English . . . . . 5 Stenography . . . . . 5 Typewriting . . . . . 5 Business English . . . . . 5	English . . . . . 5 English . . . . . 5 Machine Work . . . . . 5 Physics . . . . . 5 German . . . . . 5	English . . . . . 5 Domestic Arts . . . . . 5 Cooking . . . . . 5 Household Economics . . . . . 5 Household Designs and Decoration . . . . . 5 American History . . . . . 5 Music and Art . . . . . 5
	English . . . . . 5 Latin . . . . . 5 American History . . . . . 5 French . . . . . 5	English . . . . . 5 Chemistry . . . . . 5 Advanced Mathematics . . . . . 5 American History . . . . . 5	English . . . . . 5 Stenography . . . . . 5 Typewriting . . . . . 5 Business English . . . . . 5	English . . . . . 5 English . . . . . 5 Machine Work . . . . . 5 Physics . . . . . 5 German . . . . . 5	English . . . . . 5 Domestic Arts . . . . . 5 Cooking . . . . . 5 Household Economics . . . . . 5 Household Designs and Decoration . . . . . 5 American History . . . . . 5 Music and Art . . . . . 5

The Classical Curriculum fits for an academic course at college and for normal schools. It should be chosen by those who wish to be lawyers, physicians, clergymen, teachers and the like.

The Scientific Curriculum fits for a scientific course at college. It should be taken by boys who wish to become civil mechanical and electrical engineers or to do other similar work.

The Commerce Curriculum fits for their work clerks, cashiers, bookkeepers and stenographers. It is the curriculum for those who wish to engage in any form of mercantile or clerical work.

The Mechanic Arts Curriculum trains artisans. It is for those boys who are to do skilled mechanical work. Under this head come plumbing, steam fitting, drafting and mechanical and electrical work.

The Domestic Arts Curriculum trains for the work of the home and for the normal schools. It is for the election of girls who wish to become nurses, dressmakers, milliners and teachers and for those who desire a thorough knowledge of the activities of the home.

Pupils admitted to the High school, with the approval of their parents, must elect one of the above curricula and take for graduation all the subjects therein. Changes from one curriculum to another may be made only by making up all branches included in the chosen curriculum. The work of any curriculum may be completed in four or more years and extra studies may be taken only with the Principal's consent approved by the superintendent.

# ORDER OF RECITATIONS

11.25	10.40	9.55	9.10	8.25	Bella.
Anc. History. I. B. M. T. W. F.	Anc. History. I. A. M. W. T. F.	Supervision.	Anc. History. I. A. M. W. T. F.	Office.  II. Physics.	Room 3. Mr. Smith.
IV. B. Chemistry.	I. Science.	IV. A. Chemistry.	I. Science.	II. Physics.	Room 11. Mr. Merrill
IV. B. U. S. History.	IV. A. U. S. History.	II. B. History.	IV. A. U. S. History.	I. A. German.	Room 5. Miss Shaw.
I. B. Algebra.	I. E. Algebra.	I. E. Algebra.	I. C. Algebra.	I. D. Algebra.	Room 6. Miss Gleason.
III. B. English.	IV. B. English.	IV. B. English.	III. A. English.	IV. A. English.	Room L. Miss Barker.
III. Latin.	IV. A. Latin.	IV. A. Latin.	II. B. German.	II. Latin.	Room 10. Miss Bradford.
II. Penmanship.	I. Penmanship. T. T.	I. Penmanship. T. T.	III. Business English.	IV. Business English M. W. F.	Room 1. Miss Thompson

## RECESS.

1.18	12.32	11.46
Supervision.	Anc. History. A. B. Tues. Thurs.	Anc. History. A. B. Tues. Thurs.
III. B. Physics.	III. A. Physics.	III. A. Physics.
IV. C. U. S. History.	I C German.	I C German.
I. A. Algebra.	II. C. English.	II. C. English.
III. C. English.	IV. C. English.	IV. C. English.
I. Latin.	IV. B. Latin.	IV. B. Latin.
III. Stenography.	IV. Stenography.	IV. Stenography.

DOVER HIGH SCHOOL, 1913-1914.

IV. C.		IV. B.	III. B.	IV. A.	III. A.	Typing. Miss Thompson
II. C. Geometry.	IV. Adv. Alg. Sol. Geom. Trigonometry.	III. B. Algebra. Geometry.	II. B. Geometry.	II. A. Geometry.	III. A. Algebra. Geometry.	Room 8. Miss E. Howard
II. B. Bookkeeping.	III. Bookkeeping.	I. Com. Geog. Com. Arith.	II. A. Bookkeeping.	II. A. History.	II. Com. Law M. W. F. IV. Arith. T. T.	Room 7. Miss P. Howard
	12.00 M. Division C. I. 1.20 P. M.	10.10 A. M. Division B. II. 11.25 A. M.		8.20 A. M. Division A. III. and IV. 9.40 A. M.		Mechan. Arts. Mr. Kempton.
	12.00 M. Division C. I. 1.20 P. M.	10.10 A. M. Division B. II. 11.25 A. M.		8.20 A. M. Division A. III and IV. 9.40 A. M.		Domestic Arts. Miss Simonds.
II. C. French.	III. B. French.	II. B. French.	III. A. French.	IV. French.	II. A. French.	Room 13. Miss Kelley.
I. D. English.	II. B. English.	I. C. English.	I. B. English.	II. A. English.	I. A. English.	Room 9. Miss Donnelly.

RECESS.

## **PROGRAM FOR SPECIAL TEACHERS AND JANITORS.**

1913-1914.

### **DOMESTIC SCIENCE—ISABEL M. MOREY.**

#### **FIFTH STREET WARD HOUSE.**

Monday forenoon—Sawyer VIII, Central VIII, Belknap VI.

Afternoon, Mixed VII. Sawyer VII.

Tuesday forenoon—Mixed VIII, Sherman VI, Mixed VI.

Afternoon—City Hall VIII, Central VII.

Wednesday forenoon—Sawyer VIII, Sawyer VI, Belknap VI.

Afternoon—Belknap VII, Sawyer VII.

Thursday forenoon—Mixed VIII, Central VIII, Mixed VI.

Afternoon—Mixed VII, Central VII

Friday forenoon—Sherman VI, Sawyer VI, City Hall VIII.

Afternoon—Belknap VII.

### **MANUAL TRAINING—CHRISTINE M. ROWELL.**

#### **CITY HALL.**

Monday forenoon—Sawyer VII, Sawyer VIII, Central VIII.

Afternoon—Belknap VI, Mixed VII.

Tuesday forenoon—Central VII, Mixed VIII, Sherman VI.

Afternoon—Mixed VI, City Hall VIII.

Wednesday forenoon—Sawyer VII, Sawyer VIII, Sawyer VI.

Afternoon—Belknap VI, Belknap VII.

Thursday forenoon—Central VII, Mixed VIII, Central VIII. Afternoon—Mixed VI, Mixed VII.

Friday forenoon—Sherman VI, Sawyer VI. Afternoon—City Hall VIII, Belknap VII..

### **MUSIC—CLARA B HOPKINS.**

Monday—Peirce, 8.30-10.20. Sherman, 10.30-11.30. Welch and Hale, 1.30-3.30.

Tuesday—Varney, 8.30-10. Central (Grades 7, 8,) 10-20.  
11-20. Belknap (Grades 5, 7, 6b, 6,) 1.30-3.30.)

Wednesday—Sawyer (Grades 1-4), 8.30-10. City Hall,  
10.15-10.45. High School Chorus 11-11.45. Sawyer  
(Grades 7, 8, 6, 5), 1.30-3.30.

#### DRAWING—EVA E. BUNKER.

Monday—City Hall, 8.30-8.50. Belknap (Grades 6, 7, 5,  
6b), 9.05-11.30. Sawyer (Grades 1-4), 1.30-3.30.

Tuesday—Sherman (Grades 6, 5), 8.30-9.30. Pierce, 9.45-  
11.30. Sawyer (Grades 8, 7, 5, 6,) 1.30-3.30.

Wednesday—Central (Grades 7, 8,) 8.30-9.20. Varney,  
9.35-11.30. Welch and Hale, 1.30-3.30.

#### JANITORS.

##### HIGH SCHOOL.

George F. Hersey, Residence 19 Richmond street.  
5.30 to 11.30 A. M. 12.30 to 4.00 P. M. Six days per week.

##### SOUTH SIDE.

Alfred R. Sayer, Residence 42 Rutland street.  
Varney, 8.00 to 8.30; 11.00 to 11.30 A. M.; 2.45 to 3.30  
P. M.  
Belknap, 8.45 to 9.15; 10.30 to 10.45 A. M.; 2.00 to 2.30  
and 3.30 P. M.  
Hale, 9.30 to 10.15 A. M.; 1.30 to 1.45 4.00 and P. M.

##### NORTH SIDE.

Martin J. Galligan, Residence 39 Fourth street.  
Sawyer, 8.15 to 9.00. 10.05 to 10.30 A. M.; 1.25 to 2.15  
and 3.45 P. M.  
Sherman, 9.05 to 9.30 A. M.; 12.45 to 1.10; 3.00 to 3.15  
P. M.  
Peirce 9.35 to 10.00; 11.30 A. M.; 2.40 to 3.00; 3.30 to  
3.40 P. M.

# **NAMES FOR DIPLOMAS.**

## **CENTRAL SCHOOL, GRADE EIGHT.**

Ethel Vivian Abbott,	Gertrude Ruth Barrett,
Elmer Irving Brooks,	Ella Elizabeth Browne,
Helen Gertrude Brownell,	Philip George Bryson,
Elsie Louise Card,	George Alva Carr,
Murl Trask Caverly.	Eleanor Follansby Dearborn,
Mary Marguerite Courtney,	Martha May Eyres,
Lilah Gertrude Ellis,	Robert Leslie Glidden,
Ada Viola Fernald,	Esther Louise Hobby,
Mildred Hobby,	Teresa Agnes McCarty,
Richard Howarth,	Wesley John Tibbets,
Gladys Caroline Pound,	Ruth Wiggin Towle,
Eloise Pearl Tolman,	Hazel Marie Watson,
Esther Ruth Tuttle,	Marjorie Cummings Willand,
Martha Gertrude Welch,	Fannie Marion Storer.
George Washington Winslow,	

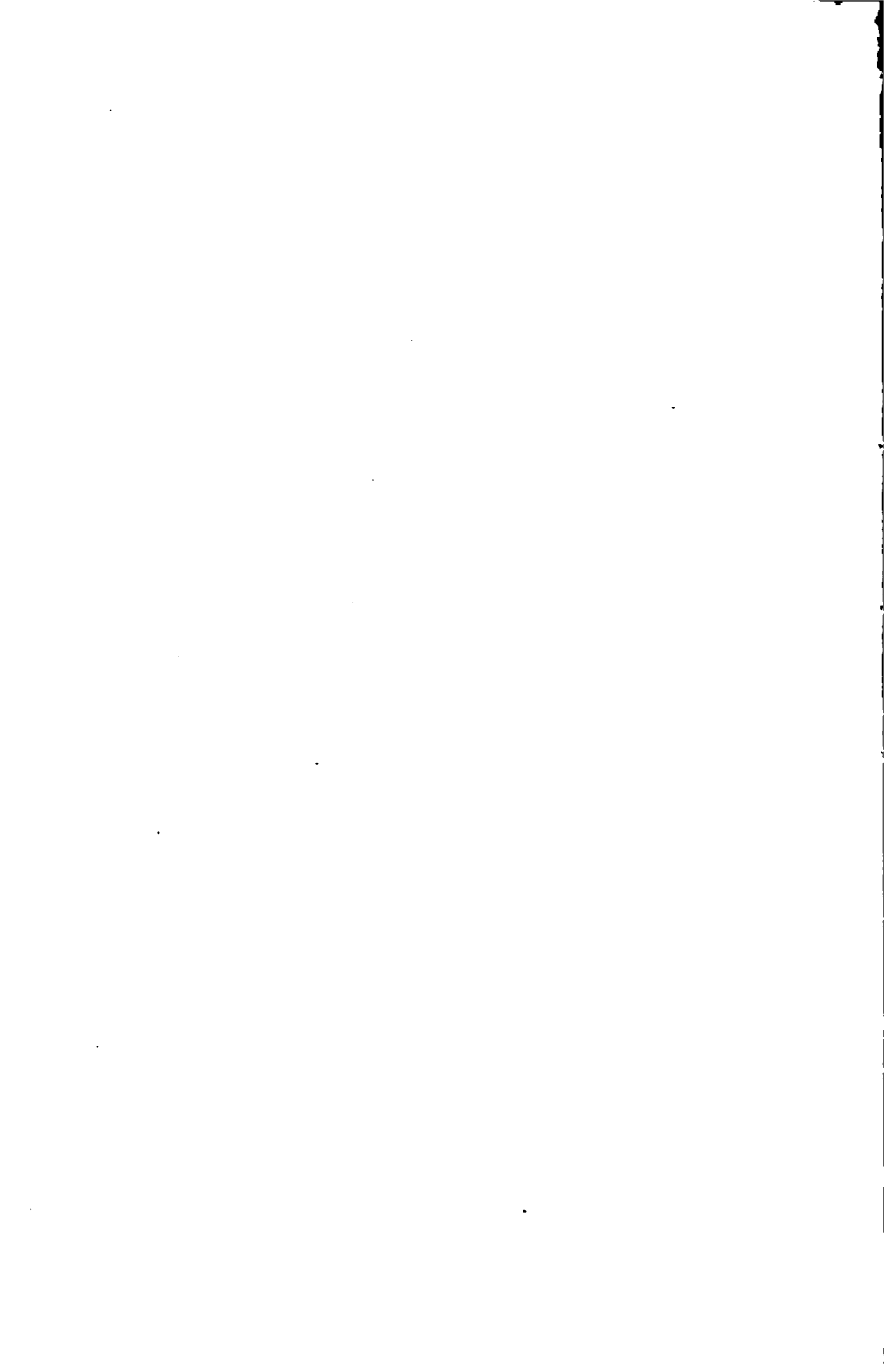
## **SAWYER SCHOOL.**

Otto Edward Amundsen,	Doris Helene Blaisdell,
John Francis Brennan,	Glenna Angie Bryant,
Walter Alphonso Cheney,	Evadne Ruth Churchill,
Isabel Celia Clough,	Hazel Holmes Cook,
Lillian Frances Curtis,	Louis Alfred Dondero,
George Drew,	Harold John Eaton,
Olive Sarah Fox,	Edward Austin Goggin,
Mildred Thornton Gray,	Ernest Frederic Haddock,
Blanche Leona Hatch,	Romeo Louis Iovine,
Toralf Henry Isaacson,	Helena Katherine Kelleher,
Albion Getchell Kimball,	Catherine Louisa Linnehan,
Chesley Marshall,	Hilda Anna McClintock,
Harold Gordon McIntyre,	Harold Albert Meserve,
Mary Theresa Oates,	Emelianna Mary Routhier,
Fred Hobson Smith,	Archibald Wilson Turner,
George Henry Tuttle,	Helen Doris Yeaton,



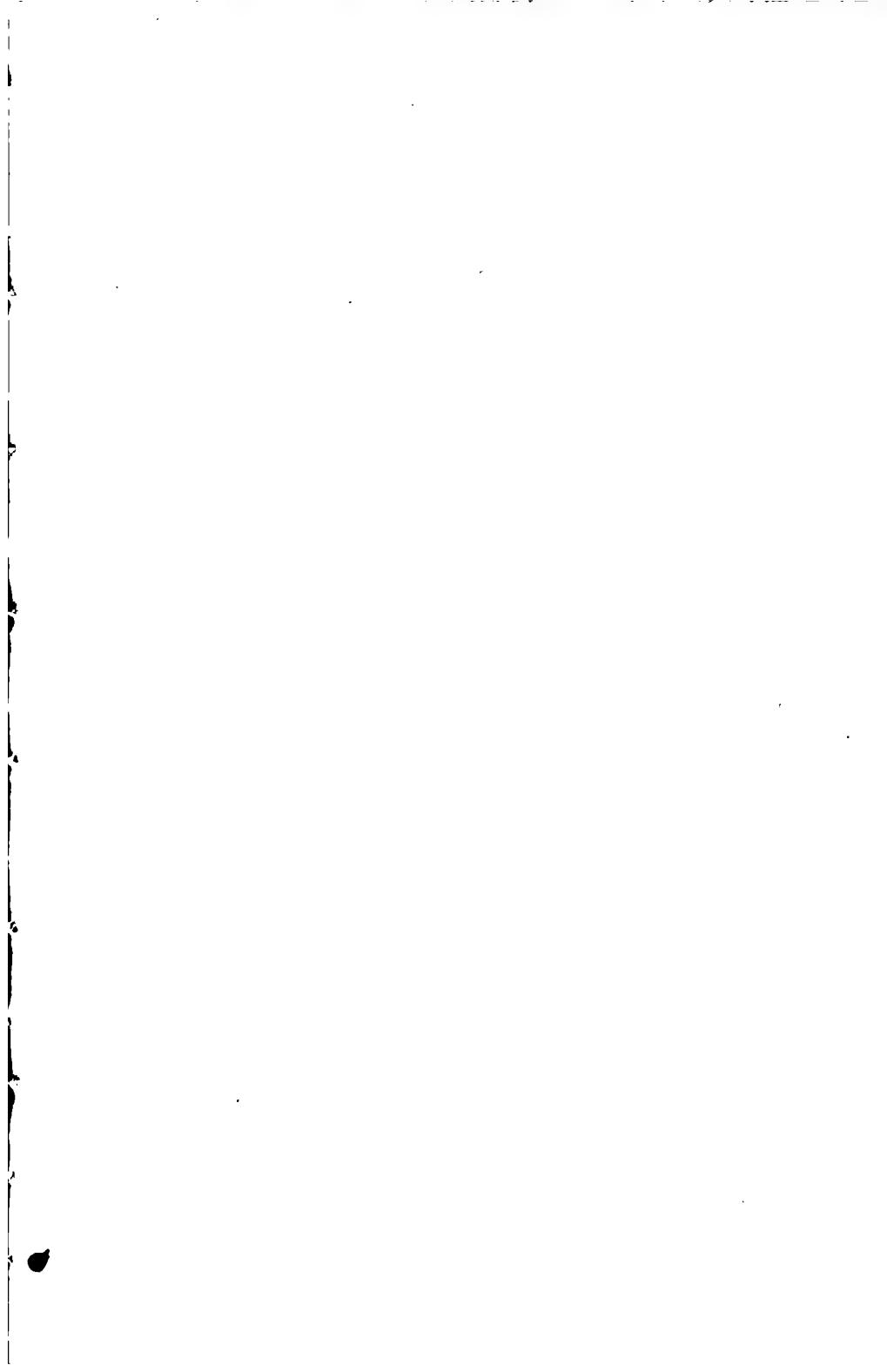
## CITY HALL SCHOOL.

Teresa Marguerite Annis,	Gertrude Elizabeth Austin,
U. Sherman Avery,	Blanche Marie Bassett,
Marion Hodgdon Blaisdell,	Dorothy Calef,
Matthew Joseph Cavanaugh,	George Waldo Clough,
Leo Francis John Collins,	Annie May Desotelle,
Louis Patrick Desotelle,	Rose Frances Flanagan,
Agnes Mary Flynn,	Howard Everett Forrest,
Mary Elizabeth Gerrish,	Gladys May Greenaway,
Arthur Norton Haley,	Susan Vanorah Haley,
Albert Hallworth	Moses Newbury Paul,
Mary Margaret Hennessey,	Earl Willard Richmond,
Lona Muriel Potter,	Leroy Blackburn Stacy,
Joseph Francis Rousseaux,	James Nelson Tucker,
Curt is Bryan Stuart,	James Howard Young.

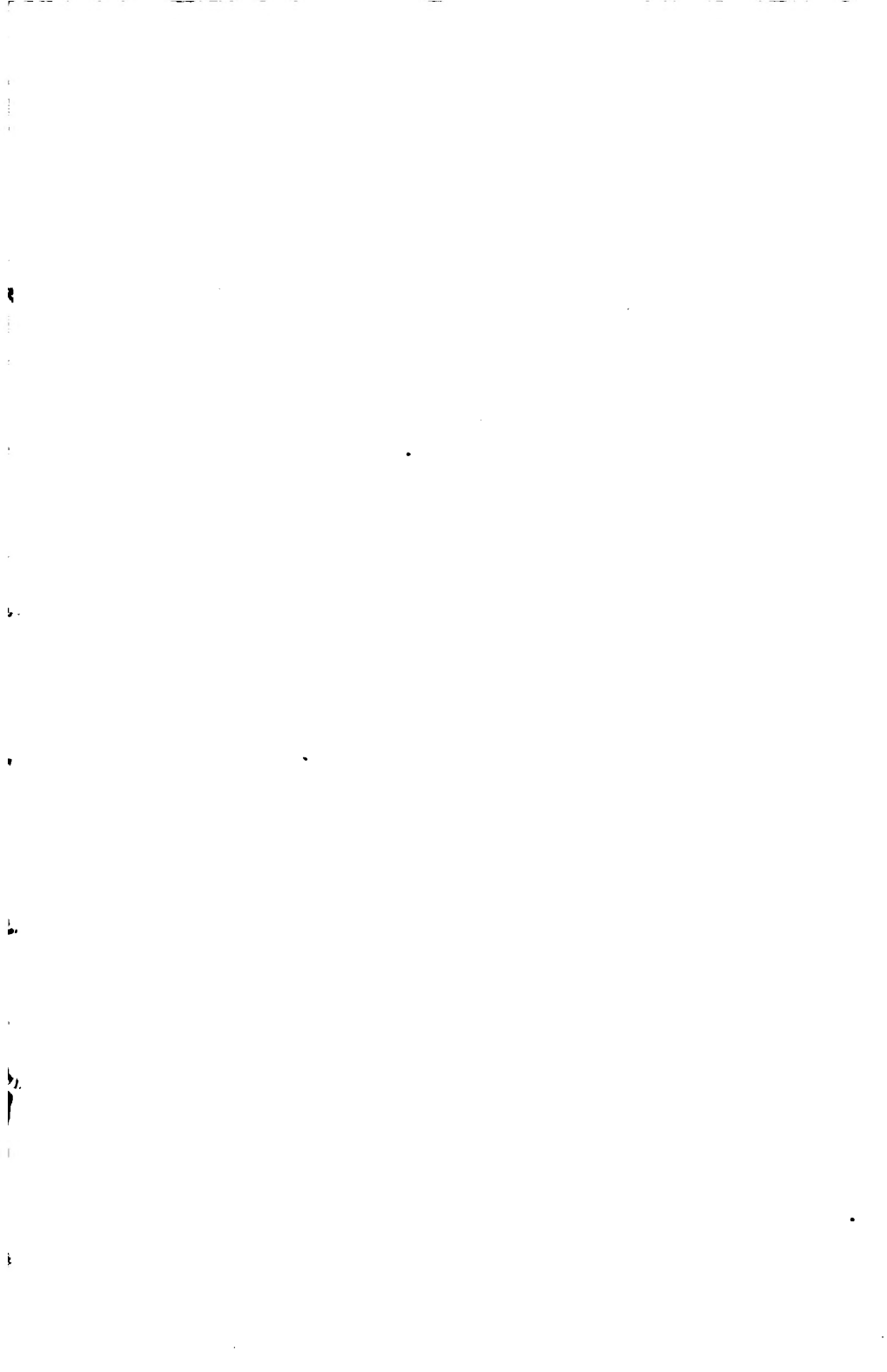




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